AAAL

PITTSBURGH 2022

MARCH 19 - 22, 2022

Annual Conference

William Penn Omni Hotel | Pittsburgh, Pennsylvania

We will be guests on the unceded ancestral lands of the Adena, Hopewell, Monongahela, and Osage peoples, who were followed by the Shawnee, Mingo, Lenape (or Delaware), including the Nanticoke Lenni-Lenape People, and others. They were later followed by the Hodinöhšönih or Six Nations Confederacy (comprised of Mohawk, Oneida, Onondaga, Seneca, Cayuga, and Tuscarora), who took refuge in the areas surrounding Pittsburgh.

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#aaal2022

GENERAL CONFERENCE INFORMATION

PLENARY AND INVITED ADDRESSES

ABOUT AAAL

From the President

Patricia Duff
AAAAL President
2021 - 2022

I wish you all a very warm welcome to Pittsburgh for the 2022 meeting of the American Association for Applied Linguistics! I am delighted that so many in our AAAL community will be able to meet again in person after not being able to do so since 2019 in Atlanta! Although our 2021 virtual conference, ongoing webinars, and other Zoom-type online sessions of all kinds have helped keep us connected, we're now ready to reconnect in a more traditional, embodied way (even if it means being masked)! It has not been easy to plan AAAL 2022 under these dynamic pandemic circumstances but this year's First Vice President and Conference Chair, Lourdes Ortega, and her dedicated and creative team at Georgetown University have created an incredible conference program! You'll find a tremendous selection of academic, professional development, and social networking events across four days (plus the pre-conference workshop). We encourage you to use the #AAAL2022 APP to manage the schedule and keep track of events you wish to attend.

Some highlights include: six outstanding plenary speakers, eight exciting invited colloquia, a cutting-edge pre-conference workshop on 3D virtual reality at Carnegie Mellon University, a total of 850 papers, colloquia, posters, and roundtables across 23 adjudicated strands (including a new strand in 2022 that focuses specifically on decolonizing applied linguistics), plus presentations by faculty and student award winners... The over-riding conference theme asks us to engage critically as applied linguists to advance social justice in society and many of the presentations do precisely that.

As usual, the Graduate Student Council has been busy planning a number of events students won't want to miss! In addition, there are three new Affinity Group Social Networking Sessions for those who self-identify with those groups and their interests and concerns. In addition to these events, if you have signed up as a mentor or mentee through Conference Connections, we hope you enjoy your session in the room designated for that purpose.

The publishers' exhibits open on Saturday morning and are a wonderful place to look at new titles, have some refreshments, and meet up with colleagues. We hope you will also attend the Public Affairs and Engagement Committee's open meeting on Sunday afternoon to share ideas.

AAAL will again host two open receptions, one on Saturday night immediately following the evening plenary, and a closing reception on Tuesday at 3pm. Please join us! We are eager to meet and celebrate being together again!

I encourage all members to join us at the association's annual Business Meeting on Monday at 12:30. We provide box lunches to the first 100 attendees so come early to get yours!

Finally, I'd like acknowledge, with deep thanks, the work of our AAAL Office team, who have done so much to make the conference possible. Please stop by the registration desk to say hello and also thank them and our many capable volunteers for their efforts and support!

Enjoy the conference! I look forward to meeting many of you at the Omni William Penn Hotel!

AAAL
AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS

From the Conference Chair

Lourdes Ortega
AAAL First Vice President
2021 - 2022

It is my pleasure to welcome you to AAAL 2022 in Pittsburgh, known as the Steel city, a shining gem on three rivers, and the Paris of Appalachia. Pittsburgh is also on the unceded ancestral lands of the Adena, Hopewell, Monongahela, and Osage peoples, who were followed by the Shawnee, Mingo, Lenape (or Delaware), including the Nanticoke Lenni-Lenape People, and others. They were later followed by the Hodinöhšönih or Six Nations Confederacy (comprised of Mohawk, Oneida, Onondaga, Seneca, Cayuga, and Tuscarora), who took refuge in the areas surrounding Pittsburgh. While we are guests here for these four days, please remember to learn about and honor the history, the peoples, and the languages of these places.

The Conference Organizing Team welcomes those of you who are regular AAAL attendees and we trust you will enjoy seeing one another after three years, the first time since Atlanta 2019. We equally warmly welcome those of you who are occasional or first-time conference attendees. We are thrilled that over 1,400 of you, old and new friends, will be participating in the vibrant sessions and events we have planned.

This year's program is truly simulating. It is the result of 1,750 proposal submissions that were evaluated by a total of 645 reviewers led by 27 strand (co) coordinators. No wonder, then, that the program has shaped up into an embarrassment of riches!

Some of you kicked off the conference experience yesterday, participating in an exceptional one-day pre-conference workshop on the Carnegie Mellon University campus, designed and led by Sébastien Dubreil and Stephan Caspar. All AAAL 2022 attendees are in for a treat by an exciting line-up of six plenary speakers, each at the cutting edge of their very diverse research areas. You will want to check out the eight invited colloquia, which feature impressive scholars across a wide spectrum of applied linguistic domains and from diverse geographies. Another 38 refereed colloquia offer an exciting palette of what are the most current research trends in our large and vibrant field. We will also have 728 individual paper presentations! Each year, AAAL takes pride in offering attendees posters and roundtables as interactive and accessible formats for scholars to share their latest research in progress. In Pittsburgh we have 50 posters and 34 roundtables.

If you are curious to know, we will tell you that the largest strands in this year's program are, in this order: Teacher Education and Beliefs Second and Foreign Language Pedagogy; Reading, Writing and Literacy; and Second Language Acquisition, Language Acquisition and Attrition. Added to the 22 strands that AAAL has proudly hosted for years now, we have a new strand called Antiracism, Decolonization, and Intersectionality for Systemic Transformation (ADIST). It has been a great success, and you will find 26 ADIST sessions in the program, 9 of them colloquia. We credit the success of ADIST to the expert conceptualization of this strand by loyal AAAL members Ryuko Kubota (who is our incoming 2nd Vice President) and Manka Varguese (who served this year on the Distinguished Public Service Award Committee) in collaborative consultation with their group of critical applied linguists, and to the competent reviewing orchestrated by Usree Bhattacharya, ADIST's inaugural strand coordinator. Each strand reflects uniquely diverse research identities within applied linguistics. Indeed, strand plurality is a staple of the AAAL conference. So, we hope you will broaden your research horizons by making it a point to attend some relevant presentations outside your habitual strands. You can do this by taking advantage of the search filters in the searchable schedule or the conference app.

In addition, you will find 24 professional and academic networking events that we hope will be of high interest. Their varied content recognizes that our 1,400+ attendees come to the conference with a wealth of different wants and goals. Included in this part of the program are three Affinity Group Networking sessions. We are trying out this new format as part of AAAL's commitment to Diversity, Equity, Inclusion, and Access. Please check out these 24 events using the "Special Meetings & Events" search filter.

Finally, our social events, where we can unmask briefly while eating or drinking, are limited to two this year. We welcome everyone to the Opening Reception on Saturday (Day 1) from 6:45-8:00 pm and the Closing Wine & Cheese Reception on Thursday (Day 4) from 3:00-4:30 pm. Both are only a light finger-food (or cheese!) affair. This will allow attendees to make their own arrangements for private meals following either reception, to catch up with old and new friends. A dance party in the beautiful Urban Room was also part of the plan, initially. But, alas, safety called for a postponement of this new AAAL tradition (I hope!) until a future, better year.

In this year of 2022, both the pandemic and preexisting and new geopolitical conflict continue to challenge communities, individuals, and institutions. I would be remiss if I didn't finish this welcome letter with a note of gratitude and another of regret. Let me start with the sentiment of regret and close on the very positive emotion of gratitude.

I am overcome with regret at the great hurdles that eventually excluded many from Pittsburgh: health risks, travel bans, financial duress, personal health, personal losses, family caregiving duties, visa delays, institutional prohibitions, and natural disasters and war. Many of our absent AAAL community members would have come from Australia, Ethiopia, Hong Kong, Korea, New Zealand, South Africa, Sri Lanka, or the UK, among other countries. Forty percent of the originally accepted program was from scholars outside the U.S., and many of them have simply had to withdraw. The Conference Organizing Team does not forget, nor do we forgive ourselves, for the exclusion of many colleagues outside and inside the U.S. who yearned to be here and could not join us. You are sorely missed!

Those of us physically present in Pittsburgh should be aware of our privilege. Even among the 1,400+ attendees present, however, we are cognizant that many of you are here only after accepting great risk and sacrifice. And a considerable number of individual paper presenters and colloquium participants will be with us only as a pre-recorded presence. This option imposes extra work on presenters, is a burden on volunteers/colleagues playing the presentations, and risks fatiguing audiences. But it is one way in which these colleagues can still be here with us. We ask that everyone be patient and generous and go the extra mile to let these pre-recorded presenters know their paper had an audience and their important work was shared. We also ask that everyone adhere strictly to our COVID policies. This is for your safety, and for the safety of fellow attendees, some of whom worry about additional health vulnerabilities for them or for their loved ones upon returning home.

The gratitude after organizing a conference of the proportions of this one runs deep, very deep. The Conference Organizing Committee cannot thank enough our 27 strand (co)coordinators and 645 reviewers, who invested vacation hours during their summer of 2021 to review your proposals. Their names are recognized in the Conference Website. Please thank them for their service when you see some of them in Pittsburgh. We are grateful to our 50 graduate student volunteers on site here in Pittsburgh. You will see them at the registration desk, directing people to their sessions, assisting with signage, and a host of other tasks. Please make it a point to know at least some of them and find out about their research interests. All AAAL committees and councils, and the AAAL Executive Committee, worked very hard to contribute to the conference. This includes the Graduate Student Council members, and the AAAL members who served on the Awards committees, the PAEC, the phenomenal Conference Connections, and the Committee on Online Education and Outreach. AAAL President Patsy Duff and 2nd Vice President Peter De Costa have been a constant source of sage advice and support.

My biggest personal debt of gratitude goes to the two teams that have created this conference. The AAAL Office, run by Nardone Consulting Group with headquarters in Atlanta, invested their infinite competence and kindness into making AAAL 2022 a success. You will meet on site Natalie Nardone, Terry Dougherty, Brittney Love, Sherry Battle, Andi Edwards, and Hannah Queen, our team at Nardone. Please thank them for their incredible dedication to AAAL and this year's conference. The association is lucky to have them as partners! Last but not least, each of the junior scholars on the Conference Team based at Georgetown University has worked indefatigably to create the present conference experience. They are the village that I needed to pull this off. Malik Stevenson, Jason D'Angelo, and Rima Elabdali spent numerous hours over 2021 on the conference. And when things got busier than I could have ever predicted, towards the end of 2021, Nishita Grace Isaac, Saurav Goswami, Negar Siyari, and Hina Ashraf joined the team and lent their talents to us. Master's student Natalie Bazata and Georgetown alumna Meagan Driver also chipped in at much-needed times. Throughout all of it, Şeyma Toker has co-led the whole team with me and has been my rock. The kindness, wisdom, and competence of these scholars has humbled me and made me a better conference chair.

We welcome you to Pittsburgh and hope you enjoy your experience at AAAL 2022!

Conference Organizing Team
The Georgetown-based Conference Team for AAAL 2022

Lourdes Ortega *(Chair)*

Şeyma Toker

Malik Stevenson

Jason D'Angelo

Rima Elabdali

Nishita Grace Isaac

Saurav Goswami

Negar Siyari

Hina Ashraf

Thank You to Our 2022 Conference Sponsors

AAAL thanks the following sponsors for their generous support of the 2022 Conference and of the field of applied linguistics. Visit all our Sponsors and Exhibitors in the Publishers' Exhibit Hall located on the William Penn Level in the William Penn Ballroom.

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Conference Information

Registration Information
Registration will be located on the 17th floor. The Registration desk will be open during the following times:

Friday	4:00 pm	8:00 pm
Saturday	7:00 am	4:30 pm
Sunday	7:30 am	4:00 pm
Monday	7:30 am	4:00 pm
Tuesday	7:30 am	11:30 am

Exhibit Hall Hours
Publishers' exhibits are located in William Penn Ballroom on William Penn Level and are open the following times:

Saturday, March 19
Exhibit Hours 9:20 am - 4:30 pm

Sunday, March 20
Exhibit Hours 9:00 am - 4:30 pm

Monday, March 21
Exhibit Hours 9:00 am - 4:30 pm

Tuesday, March 22
Exhibit Hours 9:00 am - 11:30 am

Coffee Breaks
Coffee breaks will take place in the Exhibit Hall located in William Penn Ballroom during the following times: Coffee will also be available at each of the poster sessions on Saturday and Sunday.

Saturday, March 19
• 9:20 am – 10:00 am
• 3:30 pm – 4:00 pm

Sunday, March 20
• 9:40 am – 10:10 am
• 3:30pm – 4:00 pm

Monday, March 21
• 9:40 am – 10:10 am
• 3:30 pm – 4:00 pm

Tuesday, March 22
• 9:40 am – 10:10 am

Session Guidelines

General Guidelines - All presenters must present their work during their scheduled time. Do not start early even if the previous presenter is absent or finished early. Once your scheduled time is over, promptly leave the podium so the next presenter can set up the equipment and start the next session on time.

Individual Papers - There will not be designated session chairs. When your presentation time comes, announce your session title, introduce yourself very briefly, and start your presentation.

Roundtable Sessions - Each presenter will be assigned to each table in a session. Each roundtable presenter will be allocated 30 minutes: 15 minutes for speaking on his/her topic and 15 minutes for group discussion. There will be no roundtable session chairs, although there will be a timekeeper.

Poster Sessions - You are responsible for being present during coffee breaks to answer questions from the audience. Please see the program schedule on the app for the timing of these breaks. For the rest of the period, you may choose to stay at your poster board at your discretion.

Internet Access

Complimentary Wi-Fi is available in the William Penn Omni Hotel conference area as well as the guest rooms. To access the hotel internet in the Conference area:

Network Name: AAAL2022
Password: AAAL2022 (password is case sensitive)

View available networks
Click on the "AAAL2022" network to connect.
When prompted, enter the password.

AAAL 2022 Meeting App

Username: AAAL2022

Password: AAAL2022

AAAL 2022 Strand Coordinators

Analysis of Discourse and Interaction (DIS):
M. Sidury Christiansen, The University of Texas at San Antonio

Anti-racism, Decolonization, and Intersectionality for Systemic Transformation (ADIST):
Usree Bhattacharya, University of Georgia

Assessment and Evaluation (ASE):
Jamie Schissel, University of North Carolina at Greensboro

Bilingual, Immersion, Heritage, and Minority Education (BIH):
Becky Huang & Zhongfeng Tian, The University of Texas at San Antonio

Corpus Linguistics (COR):
Pascual Pérez-Paredes, University of Murcia

Educational Linguistics (EDU):
Theresa Austin, University of Massachusetts, Amherst

Language and Ideology (LID):
Jerry Won Lee, University of California, Irvine

Language and Technology (TEC):
Jenifer Ho, The City University of Hong Kong

Language, Cognition and Brain Research (COG):
Bimali Indrarathne, University of York

Language, Culture and Socialization (CLS):
Hakyoon Lee, Georgia State University

Language Maintenance and Revitalization (LMR):
Justin T. McBride, Northeastern State University

Language Planning and Policy (LPP):
Sarah Moore, University of Maryland College Park

Phonology/Phonetics and Oral Communication (POC):
Jennifer Foote, University of Alberta

Pragmatics (PRG):
Rachel Shively, Illinois State University

Reading, Writing, and Literacy (RWL):
Shulin Yu, University of Macau & Xiaodong Zhang, Beijing Foreign Studies University

Research Methodology (REM):
Jenifer Larson-Hall, University of Kitakyushu

Second and Foreign Language Pedagogy (PED):
Julio Torres, University of California, Irvine

Second Language Acquisition, Language Acquisition, and Attrition (SLA):
Shaofeng Li & Phil Hiver, Florida State University

Sociolinguistics (SOC):
Jackie Lou, Birkbeck, University of London

Teacher Education and Beliefs (TED):
Ena Lee, Simon Fraser University & Tonda Liggett, Linfield University

Text Analysis (Written Discourse) (TXT):
Dong-shin Shin, The University of Cincinnati

Translation and Interpretation (TRI):
Sonia Colina, University of Arizona

Vocabulary and Lexical Studies (VOC):
Suhad Sonbul, Umm Al-Qura University

Abstract Reviewers

Assessment and Evaluation (ASE)

Angel Arias, Carleton University
Beverly Baker, University of Ottawa
Khaled Barkaoui, York University
Jorge Beltran, Teachers College, Columbia University
Dylan Burton, Michigan State University
Jee Wha Dakin, ETS
Fauve De Backer, Ghent University
Peter De Costa, Michigan State University
Sara Goodwin, Duolingo
Luke Harding, Lancaster University
Daniel Isbell, University of Hawaii at Mãnoa
Noriko Iwashita, University of Queensland, Australia
Garriet Jassen, ETS
Hyun-Sook Kang, University of Illinois at Urbana Champaign
Kamran Khan, Universitat Oberta de Catalunya, Spain
Alicia Kim, WIDA
Antony Kunnan, Duolingo
Jiyoon Lee, University of Maryland Baltimore County
Constant Leung, King's College London
Alexis Lopez, ETS
Heidi Lui Banerjee, Northeaster University
David MacGregor, WIDA
"Hamid" Seyyed-Abdolhmid Mirhosseini, Alzahra University, Tehran, Iran
Meg Montee, CAL
Heike Neumann, Concordia University
Lia Plakans, University of Iowa
Jim Purpura, Teachers College, Columbia University
Amir Rasooli, Queen's University, Canada
Sultan Turkan, Queen's University, Belfast
Huseyin Uysal, University of Florida
Koenraad Van Gorp, Michigan State University
Saskia Van Viegen, York University
Cecilia Guanfang Zhao, University of Macau

Anti-racism, Decolonization, and Intersectionality for Systemic Transformation (ADIST)

Suresh Canagarajah, Pennsylvania State University
Christian Chun, University of Massachusetts Boston
Jennifer Johnson, Stanford University
Dave Malinowski, San José State University
Laxmi Ojha, Michigan State University
Gloria Park, Indiana University of Pennsylvania
Pramod Sah, The University of British Columbia
Jing Yu, USCB
Kuo Zhang, Western Colorado University

Bilingual, Immersion, Heritage, and Minority Education (BIH)

Zenaida Aguirre-Munoz, UC-MERCED
Susan Ballinger, McGill University
Alain Bengochea, University of Nevada, Las Vegas
Esther Bettney, University of Wisconsin-Madison
Mariana Castro,University of Wisconsin-Madison

M. Garrett Delavan, GSU
Sandra Descourtis, University of Wisconsin-Madison
Angelica Galante, McGill University
Durk Gorter, University of the Basque Country
Laura Hamman-Ortiz, University of Colorado-Boulder
Katy Henderson, UTSA
Jungwon Hyun, University of Wisconsin-Madison
Hyun-Sook Kang, University of Illinois - Urbana champaign
Amanda Kibler, Oregon State University
Nicole King, OSU
Olesya Kisselez, University of Texas at San Antonio
Jungmin Kwon, MSU
Gilberto Lara, UTSA
Chris Leider, Boston University
María Leija, UTSA
Chuan Li, Georgia State University
Shuzhan Li, Ithaca College
Kristen Lindahl, UTSA
Chan Lü, University of Washington
Corrine Mathieu, University of Minnesota
Heather Mello, Nazarbayev University
Anna Mendoza, University of Hong Kong
Yecid Ortega Paez, OISE/UT
Sandrine Pell, University of Wisconsin-Madison
Kim Potowski, UIC
Luis Poza, San Jose State University
Josh Prada, Indiana University School of Liberal Arts (IUPUI)
Steve Przymus, TCU
Judith Purkarthofer, University of Essen
Peter Sayer, OSU
Jamie Schissel, UNCG
Sabrina Sembiante, Florida Atlantic University
Sabine Siekmann, University of Alaska Fairbanks
Melanie Simpson, York University
Howard Smith, UTSA
Sara Smith, USF
Jorge Solis, UTSA
Ko-Yin Sung, Utah State
Shelley Taylor, University of Western Ontario
Robert Train, Sonoma State Univeristy
Saskia Van Viegen, York University
Kara Viesca, UNL
Kevin Wong, Pepperdine University
Wayne Wright, Purdue University
Bingjie Zheng, University of Wsconsin-Madison

Language, Cognition, and Brain Research (COG)

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Nick Ellis, University of Michigan
Gisela Grañena, Universitat Oberta de Catalunya
Hyeonjeong Jeong, Tohoku University
Judit Kormos, Lancaster University
Kara Morgan-Short, University of Illinois at Chicago
Andrea Revesz, University College London
Leah Roberts, University of York
Kazuya Saito, University College London
Stephen Skalicky, Victoria University of Wellington

Pavel Trofimovich, Concordia University
Norbert Vanek, University of Aukland

Corpus Linguistics (COR)

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Paul Thompson, University of Birmingham
Henry Tyne, University of Perpignan

Analysis of Discourse and Interaction (DIS)

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Joel Bloch, Emeritus - PhD From Carnegie Mellon
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Theresa Catalano, University of Nebraska-Lincoln
Whitney Chappell, UTSA
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Gordon West, University of Wisconsin
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Youngjoo Yi, OSU
Virginia Zavala Cisneros, Pontificia Universidad Católica del Perú

Educational linguistics (EDU)

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Michele Back, University of Connecticut
Sarah Benesch, The City College of Staten Island
Emma Britton, UMASS Amherst
Kisha Bryan, Tennessee State University
Pei-ni Causarano, University of Mary Washington
Meng Huat Chau, University of Malaya
Liv Davila, University of Illinois at Urbana-Champaign
Haley De Korne, University of Oslo
Peter DeCosta, Michigan State University
Corinne Etienne, University of Massachusetts - Boston
Renee Maria Rhonda Figuera, The University of the West Indies, St. Augustine, Trinidad and Tobago
Nelson Flores, University of Pennsylvania, USA
Maria Geueke, University of Massachusetts
Scott Grapin, University of Miami
Andy Guo
Mari Haneda, The Pennsylvania State University
José D. Herazo, Universidad de Córdoba, Colombia
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Francis Hult, University of Maryland, Baltimore County
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Hayriye Kayi-Aydar, University of Arizona
Ali Kushki, Loyola University Chicago
Hengyi Liu, University of Massachusetts
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Hiram Maxim, Emory University
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Bingjie Zheng, University of Wisconsin Madison
Xinyue Zuo

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Julieta Fernandez, University of Arizona
Alissa Hartig, Portland State University
Atsushi Hasegawa, University of Hawaii at Mānoa
Teresa Hernandez Gonzalez, Concordia University
Mihyon Jeon, York University
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Steven Talmy, University of British Columbia
Hua Zhu, University of Birmingham

Language and Ideology (LID)
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Rodrigo Borba, Federal University of Rio de Janeiro
Jinhyun Cho, Macquarie University
Ron Darvin, The Chinese University of Hong Kong
Peter De Costa, Michigan State University
Sender Dovchin, Curtin University
Chatwara Duran, University of Houston
Nelson Flores, University of Pennsylvania
Joyhanna Garza, Harvard University
Samantha Harris, University of California, Santa Barbara
Agnes He, Stony Brook University
Christina Higgins, University of Hawaii at Manoa
Christopher Jenks, Aalborg University
Anna Kaiper-Marquez, Penn State University
Ryuko Kubota, University of British Columbia
Eunjeong Lee, University of Houston
Angel Lin, Simon Fraser University
Beatriz Lorente, University of Bern
Jackie Jia Lou, Birkbeck University of London
Sergio Loza, University of Oregon
Undraa Maamuujav, University of California, Irvine
Janice McGregor, The University of Arizona

Tommaso Milani, Gothenburg University
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Katherine Morales Lugo, University of Puerto Rico - Mayagüez
Emi Otsuji, University of Technology Sydney
Joseph Park, National University of Singapore
Prem Phyak, Tribhuvan University
Luis Poza, San Jose State University
Shakil Rabbi, Bowie State University
Jamie Schissel, University of North Carolina Greensboro
Bal Sharma, University of Idaho
Daniel Silva, Federal University of Santa Catarina
Jaspal Singh, The Open University of Hong Kong
Nicholas Subtirelu, Georgetown University
Ruanni Tupas, University College London
Saskia Van Viegen, York University
Zhaozhe Wang, University of Toronto, Mississauga
Song (Carol) Yang, Fudan University
Xiaoye You, Penn State University
Lauren Zentz, University of Houston
Hua Zhu, University of Birmingham

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Mel Engman, Queen's University - Belfast
Yuliana Kenfield, Western Oregon University
Wesley Leonard, University of California, Riverside
Feng Liang, University of Cincinatti
Valeriya Minakova, Penn State University
Ari Sherris, Texas A&M University - Kingsville

Language Planning and Policy (LPP)
Sovicheth Boun, Salem State University
Kevin Carroll, University of Puerto Rico
Le Chen, University of Toronto
Peter de Costa, University of Wisconsin, Madison
Fabiola Ehlers-Zavala, Colorado State University
Shannon Fitzsimmons-Doolan, Texas A&M University at Corpus Christi
Luz Herrera, Fresno State University
Francis Hult, University of Maryland Baltimore County
Eric Johnson, Washington State University, Tri-Cirties
Yalda M. Kaveh, ASU, Mary Lou Fulton Teachers College
Juliet Langman, University of Texas at San Antonio
Karen Lillie, State University of New York at Fredonia
Sarah Moore, University of Illinois
Laxmi Ojha, Minnesota State University, Mankato
Peter Sayer, The Ohio State University
Wayne Wright, Purdue University

Second and Foreign Language Pedagogy (PED)
Mahmoud Abdi Tabari, University of Virginia
Michael Amory, Oklahoma State University
Vasiliki (Celia) Antoniou, University College London
Michele Back, University of Connecticut
Philippa Bell, Université du Québec à Montréal
Melissa Bowles, University of Illinois
MaryAnn Christison, University of Utah
Carlo Cinaglia, Saint Joseph's University (faculty); Michigan

State University (doctoral student)
James Coda, University of Georgia
Laura Collins, Concordia University, Montreal
Kristin Davin, University of North Carolina at Charlotte
Qian Du, University of California, Irvine
Amanda Giles, Birmingham-Southern College
Christina Gkonou University of Essex
Jennifer Green, Western Washington University
Mark Johnson, East Carolina University
Eva Kartchava, Carleton University
Matt Kessler, Michigan State University
Youjin Kim, Georgia State University
Batia Laufer, University of Haifa
Josee LeBouthillier, University of New Brunswick
Jongbong Lee, Michigan State University
Sei Lee, University of California, Irvine
Jungmin Lim, Michigan State University
Shawn Loewen, Michigan State University
Maria Del Pilar Garcia Mayo, University of the Basque Country
Silvia Marijuan, California State Polytech University
Marije Michel, University of Groningen
Yoshiyuki Nakata, Doshisha University
Mostafa Papi, Florida State University
Andrea Revesz, University College London
Masatoshi Sato, Universidad Andres Bello
Jason Schneider, DePaul University
Ellen J. Serafini, George Mason University
Scott Sterling, Indiana State University
Paul Toth, Temple University
Kimberly Urbanski, University of Massachusetts - Boston
Koen Van Gorp, Michigan State University
German Zarate-Sandez, Western Michigan University
Jie Zhang, University of Oklahoma
Caleb Zilmer, Western Washington University

Phonology/Phonetics and Oral Communication (POC)
Amanda Baker, University of Wollongong
Mike Burri, University of Wollongong
Dustin Crowther, University of Hawaii
Idée Edalatishams, Iowa State University
Amanda Huensch, University of Pittsburgh
Andrew Lee, Brock University
John Levis, Iowa State University
Murray Munro, Simon Fraser University
Mary O'Brien, University of Calgary
Veronica Sardegna, Duquesne University
Sinem Sonsaat, Iowa State University
Ron Thomson, Brock University
Pavel Trofimovich, Concordia University
Aki Tsunemoto, Concordia University
Katsuya Yokomoto, Sophia University (Japan)

Pragmatics (PRG)
Kathleen Bardovi-Harlig, Indiana University
Andrew Cohen, University of Minnesota
Lori Czerwionka, Purdue University
Wenhao Diao, University of Arizona
Zohreh Eslami, Texas A&M University at Qatar

César Félix-Brasdefer, Indiana University
Julieta Fernández, University of Arizona
Noriko Ishihara, Hosei University
Steven Ross, University of Maryland
Shuai Li, Georgia State University
Hanh Thi Nguyen, Hawaii Pacific University
Wei Ren, Beihang University
Carsten Roever, University of Melbourne, Australia
Yunwen Su, University of Utah
Naoko Taguchi, Northern Arizona University
Veronika Timpe-Laughlin
Feng Xiao, Pomona College

Research Methodology (REM)
Ali Al-Hoorie
Jesse Egbert, Northern Arizona University
April Ginther, Purdue University
Julia Goetze, Pennsylvania State University
Akbar Jahanbakhsh, University of Tabriz
Fahimeh Marefat, Allameh Tabataba'i University
Reza Norouzian, The University of Texas at Austin
Jeffrey Stewart, Tokyo University of Science
Joseph Vitta, Rikkyo University

Reading, Writing, and Literacy (RWL)
Barry Bai, The Chinese University of Hong Kong
Gary Barkhuizen, University of Auckland
Margaret Berg, University of Northern Colorado
Emma Britton, University of Massachusetts Amherst
Zhenhao Cao, Victoria University of Wellington
Peichin Chang, National Taiwan Normal University
Choo Mui Cheong, The University of Hong Kong
Tieu Thuy Chung, The University of Queensland
Christine Coombe, Higher Colleges of Technology, UAE
Toni Dobinson, Curtin University
Qian Du, University of California, Irvine
Hui-Hsien Feng, Iowa State University
Paul Gardner, Curtin University
Eric Feng Geng, University of Macau
Melike Ünal Gezer, TED University
Betsy Gilliland, University of Hawaii Mānoa
Frank Yang Gong, University of Macau
Daniel O. Jackson, Kanda University of International Studies
Alireza Jalilifar, Shahid Chamran University of Ahvaz
Lianjiang Jiang, Education University of Hong Kong
Lei Jiang, North Dakota State University
Janina Kahn-Horwitz, Oranim College of Education
Chian-Wen Kao, Chihlee University of Technology
Yu-Ting Kao, National Kaohsiung Normal University
Mohammad N. Karimi, Kharazmi University
Robert Kohls, San Francisco State University
Ge Lan, City University of Hong Kong
Jongbong Lee, Nagoya University of Commerce & Business
Jun Lei, Ningbo University
Rebecca Lorimer Leonard, University of Massachusetts Amherst
Guan Ying Li, National Taiwan University
Xiaohui Li, Chong Qing Universiy
Victor Fei Lim, National Institute of Education, Nanyang Technological University
Chunhong Liu, Simon Fraser University
Cardozo Gaibisso Lourdes, Mississippi State University

Chan Lu, University of Washington
Wing Wah Pauline Mak, The Educational University of Hong Kong
Rosa Manchon, University of Murcia
Nikolov Marianne, University of Pécs
Michael Maune, Massachusetts Institute of Technology
Irini Mavrou, Universidad Nebrija
Alireza Memari, Islamshahr Islamic Azad University
Amir Michalovich, University of British Columbia
Ryan Miller, Kent State University
Thomas Mitchell, Carnegie Mellon University
Elham Nikbakht, Texas A&M University
Jean Parkinson, Victoria University of Wellington
Simone Pfenninger, University of Salzburg
Lia Plakans, University of Iowa
Andrés Ramírez, Florida Atlantic University
Özge Razı, Cyprus International University
Tamara Roose, The Ohio State University
Neda Sahranavard, University of California Irvine
Miyuki Sasaki, Waseda University
Yoshiho Satake, Aoyama Gakuin University
Jaran Shin, Kyung Hee University
Nicole Siffrinn, University of Southern Maine
Natalia V. Smirnova, HSE University (Russia)
Sue Starfield, University of New South Wales
Christine Tardy, University of Arizona
Lin Sophie Teng, Zhejiang University
Nathan Thomas, UCL Institute of Education
Lili Tian, Renmin University of China
Francis J. Troy, The Ohio State University
Mei-Hsing Tsai, National Taiwan University of Science and Technology
Kimberly Urbanski, University of Massachusetts - Boston
Marjolijin Verspoor, University of Groningen
Margi Wald, University of California, Berkeley
Guihua Wang, China West Normal University
Yuko Watanabe, University of Toronto
Hongbo Wen, Beijing Normal University
Csilla Weninger, National Institute of Education, Nanyang Technological University
George E.K. Whitehead, Hankuk University of Foreign Studies,Seoul, South Korea
Zhiwei Wu, The Hong Kong Polytechnic University
Hao Xu, Beijing Foreign Studies University
Xun Yan, University of Illinois at Urbana-Champaign
Shizhou Yang, Payap University
Kai Yang, Shandong University
Youngjoo Yi, The Ohio State University
Chengyuan Yu, University of Macau
Tiefu Zhang, University of Electronic Science and Technology of China
Annie Cong Zhang, Shandong University
Meixiu Zhang, Texas Tech University
Cecillia Guanfang Zhao, University of Macau
Yao Zheng, Chong Qing Universiy
Yu Zhou, University of Macau
Xinhua Zhu, The Hong Kong Polytechnic University

Second Language Acquisition, Language Acquisition, and Attrition (SLA)

Rebekha Abbuhl, CSU Long Beach
Rebecca Adams, University of Memphis

Ali Al-Hoorie, Royal Commission for Jubail and Yanbu
Kathleen Bardovi-Harlig, Indiana University
Frank Boers, Western University
Lara Bryfonski, Georgetown University
Jessica Cox, Franklin and Marshal College
Sanz Cristina, Georgetown University
Jean-Marc Daewele Birkbeck, University of London
Peter De Costa, Michigan State University
Wenhao Diao, University of Arizona
Martin East, University of Auckland
Rosemary Erlam, University of Auckland
Andy (Xuesong) Gao, University of New South Wales Australia
Christina Gkonou, University of Essex
Aline Godfroid, Michigan State University
Jaemyung Goo , Gwangju National University of Education
Gisela Granena, Universitat Oberta de Catalunya
Laura Gurzynski-Weiss, Indiana University
 ZhaoHong Han, Colombia University
David Hirsh, Univeristy of Sydney
Soo Hyon Kim, University of New Hampshire
Solene Inceoglu, The Australian National University
Noriko Iwashita, University of Queensland
Mark James, Arizona State University
Eun Hee Jeon, University of North Carolina at Pembroke
Jimin Kahng, University of Mississippi
Eva Kartchava, University of Charleston
Kim Kathy, Boston University
Sihui Ke, University of Kentucky
Patrick Kennell, Florida State University
Amanda Kibler , Oregon State University
YouJin Kim, Georgia State University
Claire Noelani Kong-Johnson, University of Hawaii
Craig Lambert, Curtin University
Diane Larsen-Freeman, University of Michigan
Shawn Loewen, Michigan State University
Xiaofei Lu, Penn State University
Alicia Luque, UiT Norway
Kim McDonough, Concordia University
Kevin McManus, Penn State University
Mythili Menon , Wichita State University
Ryan Miller, Kent State University
Alfons Morales-Front, Georgetown University
Carmen Muñoz, Universitat de Barcelona
Jonathan Newton,Victoria University of Wellington
Rhonda Oliver, Curtin University
Ana Pellicer Sanchez, University College London
Lucy Pickering, Texas A&M University
Luke Plonsky, Northern Arizona University
Charlene Polio, Michigan State University
Leila Ranta, University of Alberta
Wei Ren, Beihang University
Andrea Révész, University College London
Rebecca Sachs, Sandy Spring Friends School
Kazeem Sanuth, Indiana University Bloomington
Masatoshi Sato, Universidad Andres Bello
Natsuko Shintani, Kansai University
Nina Spada, University of Toronto
Patti Spinner, Michigan State University
Catherine Stafford, University of Wisconsin-Madison
Scott Sterling, Indiana State University
Neomy Storch, University of Melbourne
Yunwen Su , University of Utah

Gretchen Sunderman, Florida State University
Wataru Suzuki, Miyagi University of Education
Yuichi Suzuki, Kanagawa University
Naoko Taguchi, Northern Arizona University
Nguyen Thi Thuy Minh, National Institute of Education,
Nanyang Technological University (NIE NTU), Singapore
Pavel Trofimovich, Concordia University
Koenraad Van Gorp, Michigan State University
Marjolijn Verspoor, University of Groningen
Min Wang, Xi'an Jiaotong University
Seth Wiener, Carnegie Mellon University
Paula Winke, Michigan State University
Wayne Wright, Purdue University
Shu-Ling Wu, Southern Illinois University Carbondale
Stefanie Wulff, University of Florida
Yi Xu, University of Pittsburgh
Yucel Yilmaz, Indiana University, Bloomington
Janire Zalbidea, Temple University
Dongbo Zhang, University of Exeter
Helen Zhao, University of Melbourne
Yongyan Zheng, Fudan University
Nicole Ziegler, University of Hawaii

Sociolinguistics (SOC)
Jantima Angkapanichkit, Thammasat University
Brooke Bolander, King's College London
Elaine Chun, University of South Carolina
Victor Fernandez-Mallat, Georgetown University
Sue Fox, University of Bern
Amiena Peck, University of the Western Cape
Mie Hiramoto, National University of Singapore
Christian Ilbury, Queen Mary, University of London
Chris Jenks, Aalborg University
Andy Jocuns, Assumption University
Rodney Jones, University of Reading
Kinga Kozminska, The University of Oxford
Carmen Lee, The Chinese University of Hong Kong
Jerry Lee, University of California, Irvine
Songqing Li, Xi'an Jiaotong-Liverpool University
Sibonile Mpendukana, University of Cape Town
Amiena Peck, University of the Western Cape
Ingrid Piller, Macquarie University
Jennifer Sclafani, University of Massachusetts Boston
Daniel Silva, Universidade Federal de Santa Catarina
Joseph Sung-Yul Park, National University of Singapore
Prem Phyak, The Chinese University of Hong Kong
Pavadee Saisuwan, Chulalongkorn University
Evelyn Wright (Fogle), University of Memphis
Xiaofang Yao, Swinburne University of Technology

Language and Technology (TEC)
Lee B. Abraham, Columbia University
Katie Angus, University of Southern Mississippi
David Barr, University of Ulster
Alex Boulton, Université de Lorraine
Marco Cappellini, Aix-Marseille Université
Carol Chapelle, Iowa State University
Anita Chaudhrui, University of British Columbia
Elena Cotos, Iowa State University
Joe Cunningham, Georgetown University
Mery Díaz-Ortega, University of Hawai'i at Mānoa
Shin Dong-shin, University of Cincinnati

Melinda Dooly, Universitat Autònoma de Barcelona
Carolin Fuchs, Northeastern University
Ana Gimeno-Sanz, Universidad Politécnica de Valencia
Robert Godwin-Jones, Virginia Commonwealth University
Mirjam Hauck, The Open University
Trude Heift, Simon Fraser University
Preet Hiradhar, Lingnan University
Lianjiang Jiang, The Education University of Hong Kong
Chun Lai, University of Hong Kong
Steph Link, Oklahoma State University
Lara Lomicka Anderson, University of South Carolina
Scott Payne, Northwest Learning Innovations, LLC.
Jim Ranalli, Iowa State University
Jonathon Reinhardt, University of Arizona
Susanne Rott, University of Illinois at Chicago
Theresa Schenker, Yale University
Ursula Stickler, The Open University
Pia Sundqvist, Karlstad University
Ruslan Suvorov, University of Hawaii
Joshua Thoms, Utah State University
Nina Vyatkina, University of Kansas
Paige Ware, Southern Methodist University
Shona Whyte, Université Côte d'Azur
Sumei Wu, Southern Methodist University
Junjie Gavin Wu, Shenzhen Technology University
Bonnie Youngs, Carnegie Mellon University

Teacher Education and Beliefs (TED)
Kathryn Accurso, University of British Columbia
Michael Amory, Oklahoma State University
Yuliya Desyatova, University of Toronto
Alejandra Favela, Lewis and Clark College
Douglas Fleming, University of Ottawa
Andy Gao, University of New South Wales
Amanda Giles, Birmingham-Southern College
Mari Haneda, Pennsylvania State University
Hyunsoo Hur, Defense Language Institute
Karen Johnson, Pennsylvania State University
Mohamed Karimi, Kharazmi University
Hayriye Kayi-Aydar, University of Arizona
Matt Kessler, University of South Floridas
Han Gil Kim, Ohio State University
Sandra Kouritzin, University of Manitoba
Ena Lee, Simon Fraser University
Shim Lew, University of West Florida
Tonda Liggett, Linfield University
Kelly Metz-Matthews, University of San Diego
Yoshiyuki Nakata, Doshisha University
Gloria Park, Indiana University of Pennsylvania
Hilal Peker, Bilkent University
Tamara Roose, Ohio State University
Ali Fuad Selvi, Middle East Technical University
Rachel Snyder, University of Washington
Angel Steadman, University of Arizona
Zia Tajeddin, Tarbiat Modares University
Seyma Toker, Georgetown University
Stephanie Vandrick, University of San Francisco
Manka Varghese, University of Washington
Amber Warren, University of Nevada (Reno)
Zhenjie Weng, Ohio State University
Meike Wernicke, University of British Columbia
Bedrettin Yazan, University of Alabama (Tuscaloosa

Translation and Interpretation (TRI)

Erik Angelone, Kent State University
Aline Ferreira, University of California Santa Barbara
Laura Gasca, Fairfield University
Miguel Jimenez, Rutgers University
Jeffrey Killman, The University of North Carolina at Charlotte
Cristina Lozano, John Jay College of Criminal Justice, CUNY
Simo Määttä, University of Helsinki
Marianne Mason, James Madison University
Chris Mellinger, The University of North Carolina at Charlotte
Jim Ureel, University of Antwerp

Text Analysis (Written Discourse) (TXT)

Kathryn Accurso, University of British Columbia
Tony Cimasko, Miami University
Bill Crawford, Northern Arizona University
Liv T. Dávila, University of Illinois at Urbana-Champaign
Jin Kyeong Jung, Texas Tech University
Feng Liang, Wittenberg University
Brian Paltridge, University of Sydney
Jungyoung Park, Pohang University of Science and Technology
Diane Potts, Lancaster University
Marianna Ryshina-Pankova, Georgetown University
Betty Samraj, San Diego State University
Dong-shin Shin, University of Cincinnati
Blaine E. Smith, University of Arizona
Zhiwen Song, University of Cincinnati
Yachao Sun, Duke Kunshan University
Christine Tardy, University of Arizona
Youngjoo Yi, Ohio State University

Vocabulary and Lexical Studies (VOC)

Rezan Alharbi, King Saud University
Sara Alotaibi, University of Jeddah
Joe Barcroft, Washington University
Frank Boers, Western University
Gareth Carrol, University of Birmingham
Kathy Conklin, University of Nottingham
Averil Coxhead, Victoria University of Wellington
Yen Dang, University of Leeds
Dina El-Dakhs, Prince Sultan University
Irina Elgort, Victoria University of Wellington
Bea González Fernández, University of Sheffield
Henrik Gyllstad, Lund University
Benjamin Kremmel, Innsbruck University
Phoebe Lin, Hong Kong Polytechnic University
Marijana Macis, Manchester Metropolitan University
Ahmed Marsai, King Abdulaziz Military Academy
Stuart McLean, Osaka Jogakuin University
Maribel Montero Perez, Ghent University
Tatsuya Nakata, Kansai University
Agnieszka Otwinowska-Kasztelanic, University of Warsaw
Ana Pellicer-Sanchez, University College London
Elke Peters, KU Leuven University
Geoff Pinchbeck, Carleton University
Eva Puimège, KU Leuven University
Manuel Pulido, The Pennsylvania State University

Barry Lee Reynolds, University of Macau
Norbert Schmitt, University of Nottingham
Diane Schmitt, Nottingham Trent University
Anna Siyanova-Chanturia, Victoria University of Wellington
Suhad Sonbul, Umm Al-Qura University
Feng (Mark) Teng, Hong Kong Baptist University
Takumi Uchihara, Western University
Laura Vilkaite, Vilnius University
Stuart Webb, Western University

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We offer our sincerest thanks to the many scholars below who are serving as mentors for the 2022 Conference Connections program. These individuals will provide mentoring support to nearly 300 student and post-doc mentees. We appreciate the mentors' involvement in Conference Connections 2022 and their efforts to support the up-and-coming members of our AAAL community.

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Kathryn Accurso, University of British Columbia

Ali Al-Hoorie, Royal Commission for Jubail and Yanbu

Ahmed Salameh Mubarak Aljanadbah, Zayed University

Michael Amory, Oklahoma State University

Sible Andringa, University of Amsterdam

Marta Antón, Indiana University Purdue University Indianapolis

Uju Anya, Carnegie Mellon University

Lillian Ardell, Language Matters LLC

Theresa Austin, University of Massachusetts

Mahmoud Azaz, University of Arizona

Michele Back, University of Connecticut

Sangeeta Bagga-Gupta, Jönköping University

Joe Barcroft, Washington University in St. Louis

Philippa Bell, Université du Québec à Montréal

Katie Bernstein, Arizona State University

Alisha Biler, Boyce College

Rodrigo Borba, Federal University of Rio de Janeiro

Harriet Bowden, University of Tennessee

Elif Burhan Horasanli, Yuksek Ihtisas University

Jill Burstein, Duolingo

Suresh Canagarajah, The Pennsylvania State University

Lourdes Cardozo-Gaibisso, Mississippi State University

An Cheng, Oklahoma State University

Hyesun Cho, University of Kansas

M. Sidury Christiansen, University of Texas at San Antonio

Katherine Christoffersen, University of Texas Rio Grande Valley

Erika Coachman, Federal University of Rio de Janeiro

Llorenç Comajoan, Universitat de Vic

Viviana Cortes, Georgia State University

Bill Crawford, Northern Arizona University

Scott A Crossley, Georgia State University

Dustin Crowther, University of Hawai'i at Mānoa

Mary Jane Curry, University of Rochester

Jenna Cushing-Leubner, University of Wisconsin - Whitewater

Shahla Davoodi, The Pennsylvania State University

Peter De Costa, Michigan State University

Anna De Fina, Georgetown University

Luciana de Oliveira, Virginia Commonwealth University

Wenhao Diao, University of Arizona

Beth Dillard, Western Washington University

Roswita Dressler, University of Calgary

Meagan Driver, Michigan State University

Patricia Duff, University of British Columbia

Jesse Egbert, Northern Arizona University

Fabiola Ehlers-Zavala, Colorado State University

Zohreh Eslami, Texas A&M University

Julieta Fernandez, University of Arizona

Nelson Flores, University of Pennsylvania

Achille Fossi, Glendon College, York University/University of YaoundÈ

Brittany Frieson, University of North Texas

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Angelica Galante, McGill University

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Aline Godfroid, Michigan State University

Bridget Goodman, Nazarbayev University

Sarah Goodwin, Duolingo

Bethany Gray, Iowa State University

Zheng Gu, Michigan State University

Laura Gurzynski-Weiss, Indiana University

Jennifer Haan, University of Dayton

Richard Hallett, Northeastern Illinois University

Madoka Hammine, Meio University

Mari Haneda, The Pennsylvania State University

Jack Hardy, Oxford College of Emory University

Ruth Harman, University of Georgia

Fethi Helal, University of Manouba

Rena Helms-Park, University of Toronto Scarborough

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Sarah Hercula, Missouri University of Science & Technology

Christina Higgins, University of Hawai'i at Mānoa

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Kendall King, University of Minnesota

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Kristopher Kyle, University of Oregon

Juliet Langman, University of Texas at San Antonio

Elizabeth Lanza, MultiLing Center for Multilingualism in Society across the Lifespan/University of Oslo

Jenifer Larson-Hall, University of Kitakyushu

Bojan Lazarevic, University of Florida

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Mary Lengeling, Universidad de Guanajuato

Shim Lew, University of West Florida

Stephanie Link, Oklahoma State University

Di Liu, Temple University

Adrian Lundberg, Malmö University

Laura Mahalingappa, Texas State University

David Malinowski, San José State University

Soheil Mansouri, Webster University

Kelle Marshall, Pepperdine University

Katherine Martin, Southern Illinois University

Melinda Martin-Beltran, University of Maryland College Park

Corinne Mathieu, University of Wisconsin-Green Bay

Jim McKinley, University College London

Kevin McManus, The Pennsylvania State University

Paul McPherron, Hunter College

Anna Mendoza, University of Hong Kong

Sarah Mercer, University of Graz

Elizabeth Miller, University of North Carolina at Charlotte

Sarah C. K. Moore, University of Maryland

Nina Moreno, University of South Carolina-Columbia

Rhia Moreno, Augusta University

Kara Morgan-Short, University of Illinois at Chicago

Charlie Nagle, Iowa State University

Naseh Nasrollahi Shahri, San Diego State University

Lama Nassif, Williams College

Hoa Nguyen, Teachers College Columbia University

Ana Oskoz, University of Maryland, Baltimore County

Michal B. Paradowski, University of Warsaw

Hilal Peker, Framingham State University

Prem Phyak, The Chinese University of Hong Kong

Rachel Pinnow, University of Mississippi

Luke Plonsky, Northern Arizona University

Matthew Poehner, The Pennsylvania State University

Josh Prada, Indiana University Purdue University Indianapolis

Goretti Prieto Botana, University of Southern California

Matthew Prior, Arizona State University

Kongji Qin, New York University

Wenjuan Qin, Fudan University

Tracy Quan, University of Colorado Boulder

Alisha Reaves, Towson University

Ivana Rehman, Iowa State University

Andrea Revesz, University College London

Roberto Rojas Alfaro, University of Illinois at Urbana-Champaign

Heath Rose, University of Oxford

Ali Safivand, Warner School of Education at University of Rochester

Cristina Sanchez-Martin, University of Washington

Maricel Santos, San Francisco State University

Masatoshi Sato, Universidad Andres Bello

Jamie Schissel, University of North Carolina at Greensboro

Mary Schleppegrell, University of Michigan

Hairong Shang-Butler, Warner School of Education at University of Rochester

Hyunjung Shin, University of Saskatchewan

Rachel Showstack, Wichita State University

Suhad Sonbul, Umm Al-Qura University

Anastasia Sorokina, Southern Connecticut State University

Scott Sterling, Indiana State University

Yilin Sun, Seattle Colleges

Bente Ailin Svendsen, MultiLing Center for Multilingualism in Society across the Lifespan/University of Oslo

Julie Sykes, University of Oregon

Christine Tardy, University of Arizona

Amy S. Thompson, West Virginia University

Paul Thompson, University of Birmingham

Zhongfeng Tian, The University of Texas at San Antonio

Paul Toth, Temple University

Nicole Tracy-Ventura, West Virginia University

Emma Trentman, University of New Mexico

Francis Troyan, Ohio State University

Aurora Tsai, University of Tokyo

Paola Uccelli, Harvard University

Nelleke Van Deusen-Scholl, Yale University

Koen Van Gorp, Michigan State University

Manka Varghese, University of Washington

Daniel Walter, Oxford College of Emory University

Beth Wassell, Rowan University

Paula Winke, Michigan State University

Kevin Wong, Pepperdine University

Wayne Wright, Purdue University

Shu-Ling Wu, Southern Illinois University - Carbondale

Feng Xiao, Pomona College

Vicky Xiong-Lor, California State University, Fresno

Bedrettin Yazan, The University of Texas at San Antonio

Rahat Zaidi, University of Calgary

Janire Zalbidea, Temple University

Yiqiong Zhang, Guangdong University of Foreign Studies

Shiyao Zhou, Hainan University

Schedule at a Glance

FRIDAY, MARCH 18

4:00 pm - 8:00 pm	Registration Desk Open

SATURDAY, MARCH 19

7:00 am - 4:30 pm	Registration Desk Open
8:00 am - 9:20 am	Welcome, Opening Plenary - Uju Anya
9:20 am - 4:30 pm	Exhibit Hall Open
9:20 am - 10:00 am	Coffee Break (Exhibit Hall)
9:20 am - 10:00 am	Poster Sessions
10:00 am - 12:00 pm	Wilga Rivers Invited Colloquium
10:00 am - 12:15 pm	Concurrent Sessions - Papers, Colloquia
12:15 pm - 1:45 pm	Lunch Break *(on your own)*
1:50 pm - 3:50 pm	Invited Colloquium
1:50 pm - 3:50 pm	Concurrent Sessions - Papers, Colloquia
3:30 pm - 4:00 pm	Coffee Break (Exhibit Hall)
3:30 pm - 4:00 pm	Poster Sessions
4:00 pm - 5:05 pm	Concurrent Sessions - Papers, Colloquia
5:30 pm - 6:45 pm	Plenary Speaker - Rodrigo Borba
6:45 pm - 8:00 pm	Opening Reception (17th Floor - Urban)

SUNDAY, MARCH 20

7:30 am - 4:00 pm	Registration Desk Open
8:00 am - 9:40 am	Concurrent Sessions - Papers, Colloquia
8:00 am - 10:00 am	Invited Colloquium
8:00 am - 10:00 am	Language Learning Roundtable
9:00 am - 4:30 pm	Exhibit Hall Open
9:40 am - 10:10 am	Coffee Break (Exhibit Hall)
9:40 am - 10:10 am	Poster Sessions
10:10 am - 11:15 am	Concurrent Sessions - Papers, Colloquia
11:20 am - 12:30 pm	Plenary Speaker - Keiko Koda
12:30 pm - 1:45 pm	Lunch Break *(on your own)*
1:50 pm - 3:30 pm	Concurrent Sessions - Papers, Colloquia
1:50 pm - 3:50 pm	Invited Colloquium
3:30 pm - 4:00 pm	Coffee Break (Exhibit Hall)
3:30 pm - 4:00 pm	Poster Sessions
4:00 pm - 5:05 pm	Concurrent Sessions - Papers, Colloquia
5:30 pm - 6:35 pm	Plenary Speaker - Tiffany Lee

MONDAY, MARCH 21

7:30 am - 4:00 pm	Registration Desk Open
8:00 am - 10:00 am	Invited Colloquium
8:00 am - 10:00 am	Concurrent Sessions - Papers, Colloquia
8:00 am - 5:05 pm	Roundtable Discussions
9:00 am - 4:30 pm	Exhibit Hall Open
9:40 am - 10:10 am	Coffee Break (Exhibit Hall)
10:10 am - 11:15 am	Concurrent Sessions - Papers, Colloquia
11:20 am - 12:30 pm	Plenary Speaker - Glenn Martinez
12:30 pm - 1:45 pm	AAAL Business Meeting
12:30 pm - 1:45 pm	Lunch Break *(on your own)*
1:50 pm - 3:50 pm	Invited Colloquium
1:50 pm - 3:50 pm	Concurrent Sessions - Papers, Colloquia
3:30 pm - 4:00 pm	Coffee Break (Exhibit Hall)
4:00 pm - 5:05 pm	Concurrent Sessions - Papers, Colloquia
5:30 pm - 6:35 pm	Plenary - Hossein Nassaji

TUESDAY, MARCH 22

7:30 am - 11:30 am	Registration Desk Open
8:00 am - 9:40 am	Concurrent Sessions - Papers, Colloquia
9:00 am - 11:30 am	Exhibit Hall Open
9:40 am - 10:10 am	Coffee Break (Exhibit Hall)
10:10 am - 12:25 pm	Concurrent Sessions - Papers, Colloquia
10:10 am - 12:10 pm	AAAL/ILTA Invited Colloquium
12:30 pm - 1:45 pm	Lunch Break *(on your own)*
1:50 pm - 2:55 pm	Concurrent Sessions - Papers, Colloquia,
3:00 pm - 4:30 pm	Closing Reception *(Cash Bar)*

*Check the AAAL Conference app for more details
and additional special meetings & events

Plenary Sessions

DAY	TIME AND LOCATION	TITLE	SPEAKER
Saturday, March 19	**8:00 - 9:20 am** 17th Floor Grand Ballroom	Critical race pedagogy for more effective and inclusive world language teaching	**Uju Anya, Carnegie Mellon University**
Saturday, March 19	**5:30 – 6:45 pm** 17th Floor Grand Ballroom	Animating other words: Transformations of language and social justice (Notes on "allied linguistics")	**Rodrigo Borba, Federal University of Rio de Janeiro, Brazil**
Sunday, March 20	**11:20 am - 12:30 pm** 17th Floor Grand Ballroom	Explaining second language reading development: Linguistic constraints on crosslinguistic interactions	**Keiko Koda, Carnegie Mellon University**
Sunday, March 20	**5:30 – 6:35 pm** 17th Floor Grand Ballroom	Pedagogies of k'é (kinship) and activism for ensuring Indigenous futures and wellbeing	**Tiffany S. Lee, University of New Mexico**
Monday, March 21	**11:20 am - 12:30 pm** 17th Floor Grand Ballroom	Pandemia, public health, and applied linguistics: Reflections on language and Latino health in and beyond los tiempos del COVID	**Glenn Martinez, The University of Texas at San Antonio**
Monday, March 21	**5:30 – 6:35 pm** 17th Floor Grand Ballroom	Current advances in instructed SLA: Issues and challenges	**Hossein Nassaji, University of Victoria, Canada**

Plenary Sessions

Saturday, March 19, 8:00 - 9:20 am

Uju Anya
Carnegie Mellon University

Critical race pedagogy for more effective and inclusive world language teaching

This talk addresses systemic inequity and the underrepresentation of African Americans in applied linguistics, second language acquisition (SLA), and world language (WL) education. The presentation argues that our field must reckon with racism and anti-Blackness in language learning curriculum, materials, and instructional practices, and it shows how analyses based on critical race theory (CRT) and critical race pedagogy (CRP) can elucidate such injustices and offer solutions for them. In the talk, findings from an ethnographic needs analysis study of Spanish language curriculum and instructional practices at two minority serving postsecondary institutions (MSIs) are compared with findings from a participatory action research collaboration with Spanish language instructors examining curriculum at a predominantly white institution (PWI) to show how WL curriculum and instruction exhibit the anti-Blackness seen in broader society. The findings are analyzed through three main principles of CRT—racial realism, a critique of liberal myths like race neutrality, and prioritizing experiential knowledge from counternarratives—to reveal how world language programs often do not provide what is necessary for Black students to have a meaningful learning experience. Ultimately, this talk discusses how African Americans can successfully participate in WL learning, and a critical race pedagogy to promote more effective WL teaching (CRPWLT) and meaningful inclusion, retention, and success of Black students in WL programs is presented.

Uju Anya (she/her) is an Associate Professor of second language acquisition at the Department of Modern Languages at Carnegie Mellon University. Previously, she was an Assistant Professor of curriculum and instruction and a Research Associate at the Center for the Study of Higher Education at Penn State University. Her main topic of research in applied linguistics is how race, gender, sexual, and social class identities are shaped and negotiated in new language learning. Specifically, she examines the experiences and outcomes of African Americans learning world languages with articles published in journals such as The Annual Review of Applied Linguistics, Foreign Language Annals, and Issues in Applied Linguistics. Her monograph Racialized Identities in Second Language Learning: Speaking Blackness in Brazil (Routledge, 2017) is the winner of the 2019 AAAL First Book Award, which recognizes a scholar whose first book represents outstanding work that makes an exceptional contribution to the field. The article Dr. Anya's AAAL 2022 keynote presentation is based on is part of a "social justice" special issue of Applied Linguistics where she introduces to the field a critical race pedagogy for world language teaching (CRPWLT). Her other areas of inquiry include intercultural communication, service-learning in language instruction, and translanguaging in world language pedagogy.

Plenary Sessions

Saturday March 19, 5:30 – 6:30 pm

Rodrigo Borba

Federal University of Rio Janeiro, Brazil

Animating other wor(l)ds: Transformations of language and social justice (Notes on "allied linguistics")

In several parts of the world, residues of colonialism and jarring waves of authoritarian populisms in traditionally democratic societies make the idea of social justice seems a contradiction in terms. Contemporary Brazil is an intensely relevant and painfully interesting case in point.

On the one hand, the election of Jair Bolsonaro reawakened politics of disappearance, materialized in attempts to silence dissonant voices and erase nonconforming bodies from the public sphere. On the other hand, never have POC, queer, trans, and nonbinary people been more visible, demanding reparation from well-established exclusionary practices. This plenary addresses the question of how minoritized groups carve out spaces of appearance despite institutional practices of invisibility and silencing. To this end, it builds on recent calls for epistemic renewal/justice in applied linguistics (Motha, 2020; Kubota, 2020; Piller et. al., forthcoming) by arguing that the field has much to gain from seriously (and critically) engaging allyship as a methodological heuristic to foster social justice. With this aim in mind, I draw upon trans epistemologies (Bettcher, 2014; Serano, 2007; Vergueiro, 2019; Zimman, 2020) to unpack the role of language in establishing, perpetuating, and disrupting oppressive institutional regimes and practices. I focus on how various trans groups in Brazil have collectively garnered impetus to enregister a language that challenges rampant transphobia and cisnormativity while simultaneously educating institutions about other forms of gendered subjectivity and embodiment. The talk chronicles almost two decades of allyship-based research with various trans groups in their fight for comprehensive, humanized, and trans-affirming healthcare practices. Highlighting the urgency of developing radically empathetic and activism-informed research, I argue that applied linguistics has what it takes to repurpose itself as an "allied linguistics," a field apt to make sense of and intervene in an increasingly unequal world.

Rodrigo Borba (they/he) is an activist-turned-applied-linguist whose research aims to promote LGBTQIA+-affirming healthcare, literacy, and online communication. They became interested in the role of language/discourse in making or breaking social realities due to their long-term involvement with queer social movements. Their research on doctor-patient interactions at Brazilian trans-specific healthcare clinics won the Best Dissertation Award of the Ministry of Education in 2015 and was later published as a book titled O (des)aprendizado de si: transexualidades, interação e cuidado em saúde (Fiocruz, 2016). They work as an Associate Professor at the Federal University of Rio de Janeiro where they are also the Director of the Interdisciplinary Graduate Programme in Applied Linguistics. Dr. Borba was a visiting researcher at the Centre for Language, Discourse, and Communication at King`s College London, the Department of English Language and Applied Linguistics at the University of Birmingham, and the Faculty of Linguistics, Philology, and Phonetics at Oxford University. Their work has appeared in numerous leading journals such as Journal of Sociolinguistics, International Journal for the Sociology of Language, Revista Brasileira de Linguística Aplicada, Gender and Language, Cadernos Pagu among others. They have edited several books such as Queering Paradigms IV: South-North Dialogues on Queer Epistemologies, Embodiments and Activisms (Peter Lang, 2014) and Discursos Transviados: Por uma Linguística Queer (Cortez, 2020). Their research interests include queer linguistics, linguistic landscapes, health communication, and discourse analysis with an activist-research focus on the relations between discourse, gender, and sexuality. Currently, they are the secretary of the Brazilian Association for Research on Trans-homoculture (ABETH). With Kira Hall and Mie Hiramoto, Dr. Borba is co-editor of the journal Gender & Language.

Plenary Sessions
Sunday March 20, 11:20 am - 12:30 pm

Keiko Koda
Carnegie Mellon University

Explaining second language reading development: Linguistic constraints on crosslinguistic interactions

In a second language (L2), reading competence builds on previously acquired (L1) reading ability and emerging knowledge of the target language. This talk describes how their interplay alters reading development in different languages and diverse learner groups. As a process of meaning construction, reading entails four major operations, including word form analysis, word meaning retrieval, word meaning integration, and text coherence building. Comprehension occurs when graphically encoded linguistic information in a text is connected with the reader's real-life experiences. In L2 reading, the reader-text interactions transpire across languages at all levels of text processing. The learner needs to construct text meanings in the target language and link them to prior knowledge accumulated mainly in the first language.

Such crosslinguistic interplay provides us an opportunity to explore the reciprocity between linguistic knowledge and reading ability in L2 reading development. In this talk, I will provide a brief overview of our research program that examines systematic variations stemming from the involvement of two languages in L2 reading. I will describe how reading subskills are shared across languages, how the shareability varies across subskill, and how L2 linguistic knowledge constrains the contributions of shared subskills to L2 text comprehension.

Keiko Koda (she/her) is a Professor and Director of the doctoral program in second language acquisition and Japanese in the Department of Modern Languages at Carnegie Mellon University. Her research interests include second language reading, biliteracy development, psycholinguistics, and foreign language pedagogy. Her work has been published in a wide range of journals. She has authored, edited, and co-edited nine books, edited and co-edited special issues of journals, and contributed chapters to books on reading and second language acquisition. She has served the editorial boards of many highly regarded journals, including Reading Research Quarterly, Reading and Writing, Research in Second Language Learning, TESOL Quarterly, and Modern Language Journal. She has also served as a member of many national and international panels on reading and literacy development in additional languages. She has delivered talks and lectures as an invited speaker at universities and conferences in East Asia, South East Asia, Europe, and South America. Her recent projects have focused on the development of higher-order reading subskills in adult foreign language learners, the contributions of metalinguistic awareness to biliteracy development, and integrative approaches to foreign language reading instruction and assessment.

Plenary Sessions
Sunday March 20, 5:30 – 6:30 pm

Tiffany S. Lee
University of New Mexico

Pedagogies of k'é (kinship) and activism for ensuring Indigenous futures and wellbeing

This presentation will share the research and experiences from my research work with Indigenous language immersion schools across the nation, teacher training in Diné language immersion methods, and community-based work to open a Diné language nest in Albuquerque, New Mexico. While all three projects involve a holistic approach to language reclamation by encompassing research, teaching, and service, this work that I have engaged in with a team of colleagues and relatives has embraced pedagogies of k'é (a Diné term for our cultural value for kinship, family, and relationships) and activism. It emanates from our collective personal passions for language revitalization and cultural continuity. Language revitalization is connected to our wellbeing as Indigenous peoples and plays a significant role in ensuring our futures. In

this sense, these projects are ones of self-determination, Indigenous innovation, and k'é (kinship and relationships).

Tiffany S. Lee (she/her/asdzáán) is Dibé Łizhiní (Blacksheep) Diné from Crystal, New Mexico and Oglala Lakota from Pine Ridge, South Dakota. Dr. Lee is a Professor and the Chair of Native American Studies at the University of New Mexico in Albuquerque. Her research examines educational and culturally-based outcomes of Indigenous language immersion schools, Native youth perspectives on language reclamation, and socio-culturally centered education. Her work has been published in journals, such as the American Journal of Education, Harvard Educational Review, the Journals of Language, Identity, and Education and American Indian Education; and in books, such as Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World (Paris & Alim, Eds. 2017), Diné Perspectives: Revitalizing and reclaiming Navajo thought (Lee, Ed. 2014), and Indigenous language revitalization in the Americas (Coronel-Molina & McCarty, Eds. 2019). She is the former President of the Diné Studies Conference, Inc. and a former high school social studies and language arts teacher at schools on the Navajo Nation and at Santa Fe Indian School. She is also a former member of the New Mexico Indian Education Advisory Council for the Office of Indian Education, New Mexico Public Education Department.

Plenary Sessions

Monday March 21, 11:20 am - 12:30 pm

Glenn Martinez

The University of Texas at San Antonio

Pandemia, public health, and applied linguistics: Reflections on language and Latino health in and beyond los tiempos del COVID

The global COVID-19 pandemic and its singular impact in the United States unmasked and exacerbated longstanding health and economic disparities affecting Spanish-speaking Latinx populations. Throughout the pandemic, Spanish speakers found themselves in the crosshairs of disproportional risk, infection, hospitalization, and mortality. By early 2021, COVID-19 case counts among Latinx populations were 1.7 times higher than case counts in non-Latinx populations, hospitalizations were 4.1 times higher and mortality rates were 2.8 times higher. Even while Spanish-speaking Latinx populations experienced disproportional impact from COVID-19 infection, hospitalization, and death, they faced a delay of critical public health information and a disqualification from economic assistance programs. COVID-19 did not create new disparities but rather it crystallized, with blinding clarity, the financial, social and health disparities that have affected Latinx populations all along. In this presentation, I will provide a high-level overview of the field of Latino health and discuss its recent articulations at the intersection of history, identity, and language. Based on previous and ongoing work, I will describe the roles that applied linguists have played in Latino health and health disparities research from both a descriptive and a critical perspective. I will conclude by offering some reflections on the directions of language related Latino health research on the other side of the pandemic.

Glenn Martinez (he/him/ él) is the Dean of the College of Liberal and Fine Arts and a Professor of Spanish, Bicultural/Bilingual Studies, and Public Health at The University of Texas at San Antonio. His research has focused on the intersection of language, latinidades and public health. His research, programmatic and community engagement work has been funded by the US Department of Education, the National Institutes of Health, and the Patient-Centered Outcomes Research Institute. He is the author of Spanish in Health Care: Policy, Practice and Pedagogy in Latino Health(Routledge, 2020), co-author of Tension and Contention in Language Education for Latinx in the United States (Routledge, 2020, with Robert Train), and co-author of numerous articles in journals such as Language Policy, Patient Education and Counseling, Journal of Nursing Education, Journal of Health Care for the Poor and Underserved, and Academic Medicine

Plenary Sessions
Monday March 21, 5:30 – 6:30 pm

Hossein Nassaji
University of Victoria, Canada

Current advances in instructed SLA: Issues and challenges

Considerable theory and research in second language acquisition (SLA) has focused on the role of instruction and focus on form in second language classrooms. Although most findings have confirmed the beneficial effects of instruction that draws attention to linguistic forms, questions have still remained as to how instruction assists acquisition and how best to understand and assess its contribution. In this talk, I will provide an overview of the major issues that researchers have been investigating in this area and how these issues have evolved over time. I will show that despite major theoretical and empirical advances, a satisfactory answer to many of the questions has yet to be achieved. I will argue that researchers need to broaden both their theoretical and methodological perspectives in order to be able to address the full range of questions in this domain. How this can be accomplished will be discussed. I will conclude with what we have learned so far and what continues to challenge our understanding of the role of instruction in SLA.

Hossein Nassaji (he/him) is a Professor of Applied Linguistics at the University of Victoria, Canada. He has authored numerous articles and book chapters in the areas of second language acquisition, corrective feedback, form-focused instruction, grammar instruction, and task-based teaching. His recent books include The Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching (Cambridge University Press, 2021, with Eva Kartchava), Corrective Feedback in Second Language Teaching and Learning (Routledge, 2017, with Eva Kartchava), and Interactional Feedback Dimension in Instructed Second Language Learning (Bloomsbury Publishing, 2015). He is a Fellow of the Royal Society of Canada (FRSC) and currently the co-editor of Language Teaching Research (SAGE).

Invited Colloquia

Sat, March 19
10:00 AM - 12:00 PM
17th Floor - Grand Ballroom
Invited Colloquium

Wilga Rivers Language Pedagogy Colloquium: Reckoning and change in language teacher education: A critical, inclusive approach

Michele Back, University of Connecticut

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Sat, March 19
1:50 PM - 3:50 PM
17th Floor - Grand Ballroom
Invited Colloquium

Social, racial, and economic justice in applied linguistics and beyond: What is to be done?

Christian W. Chun, University of Massachusetts Boston

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Sun, March 20
8:00 AM - 10:00 AM
17th Floor - Grand Ballroom
Invited Colloquium

AAAL 2022 Language Learning Roundtable: Writing for publication globally: Evaluation regimes, knowledges, digital practices

Mary Jane Curry, University of Rochester & **Theresa Lillis,** Open University, UK

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Sun, March 20
8:00 AM - 10:00 AM
17th Floor - Allegheny
Invited Colloquium
Interpreting scholars and applied linguists joining forces and crossing boundaries

Claudia V. Angelelli, Heriot-Watt University, Scotland

Sunday, March 20, 2022
1:50 PM - 3:50 PM
17th Floor - Grand Ballroom
Invited Colloquium

Epistemic justice and languaging: A critique of hegemonic thinking, essentialisms, and labelling language

Sangeeta Bagga-Gupta, Jönköping University, Sweden

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Monday, March 21, 2022
1:50 PM - 3:50 PM
Invited Colloquium
17th Floor - Grand Ballroom

Bringing underrepresented populations into focus in SLA: Opportunities, challenges, and lessons learned

Aline Godfroid, Michigan State University & **Sible Andringa,** University of Amsterdam, Netherlands

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Monday, March 21, 2022
8:00 AM - 10:00 AM
17th Floor - Grand Ballroom
Invited Colloquium

Resistance as an emerging process: Strategies and practices

Anna De Fina, Georgetown University
Sibonile Mpendukana, University of Cape Town, South Africa
Quentin Williams, University of the Western Cape, South Africa

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Tuesday, March 22, 2022
10:10 AM - 12:10 PM
17th Floor - Grand Ballroom
Invited Colloquium

AAAL/ILTA Colloquium: Exploring the cross-linguistic insights of using scenario-based assessment across four typologically different languages

James E. Purpura, Teachers College, Columbia University
Heidi Liu Banerjee, PSI Services, LLC

AAAL 2022 Award Recipients

2022 AAAL Graduate Student Awards

- Olumide Ajayi, University of Georgia (DEIA GSA Awardee)
- Elizabeth Huntley, Michigan State University (Wilga Rivers GSA Awardee)
- Harini Rajagopal, University of British Columbia, Canada (Multilingual Matters GSA Awardee)
- Tom Avery, University of Bath, UK (ETS GSA Awardee)
- Megan Heise, Indiana University of Pennsylvania
- Benjamin Calman, McGill University, Canada
- Jing Yu, University of California, Santa Barbara
- Masaru Yamamoto, University of British Columbia, Canada

Announced by Meagan Driver, Member of the GSA Committee, on Saturday, March 19, at 8:00 am in the 17th Floor Ballroom

2022 Distinguished Public Service Award

Emile Jansen (also known as EmileYX?)

Announced by Ari Sherris, Member of the DPSA Committee, on Saturday, March 19 at 5:30 pm in the Grand Ballroom (17th Floor)

2022 Distinguished Scholarship and Service Award

Alison Mackey, Georgetown University

Announced by Wayne Wright, Chair of the DSSA Committee, on Saturday, March 19th at 5:30 pm in the Grand Ballroom (17th Floor)

2022 AAAL Research Article Award

Francisco Lorenzo, Universidad Pablo de Olavide, Spain; Adrián Granados, Universidad Pablo de Olavide, Spain; & Nuria Rico, Universidad de Granada, Spain

Announced by Ute Römer, Chair of the Article Award Committee, on Sunday March 20, 11:20 AM, 17th Floor - Grand Ballroom

2022 AAAL Book Award

Raul Lejano & Shondel Nero, New York University

Announced by Anne Marie Guerrettaz, Member of the Book Award Committee, on Sunday March 20, 11:20 AM, 17th Floor - Grand Ballroom

2022 Awardees of the AAAL Indigenous Language Scholarship Fund

- Emre Başok, The Ohio State University
- Kelly Baur, Arizona State University
- Nadine Bravo, University of Southern Maine
- Almaz Gelagay, Kotebe Metropolitan University, Ethiopia
- Valeriya Minakova, The Pennsylvania State University
- Brittany Parham, University of Oregon

Announced by Peter De Costa, 2nd VP and Chair of EC Sub-Committee of the AAAL Indigenous Language Scholarship Fund, on Sunday March 20, 5:30 PM, 17th Floor - Grand Ballroom

2022 AAAL Distinguished Service and Engaged Research Graduate Student Award

Huy Phung, University of Hawaiʻi at Mānoa

Announced by Laxmi Prasad Ojha & Svletana Koltovskaia, Co-Chairs of AAAL's Graduate Student Council, on Monday March 20, 11:20 AM, 17th Floor - Grand Ballroom

2022 AAAL Dissertation Award

Zhongfeng Tian, University of Texas at San Antonio

Announced by Kevin McManus, Member of the Dissertation Award Committee, on Monday March 20, 11:20 AM, 17th Floor - Grand Ballroom

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2003 - 2004 - Richard Schmidt, University of Hawaii

2002 - 2003 - Margie Burns, Purdue University

2001 - 2002 - Bill Grabe, Northern Arizona University

2000 - 2001 - Pat Carrell, Georgia State University

1999 - 2000 - Patsy Lightbown, Concordia University

1998 - 1999 - Merrill Swain, Ontario Institute for Studies in Education/UT

1997 - 1998 - Mary E. McGroarty, Northern Arizona University

1996 - 1997 - Elinor Ochs, University of California, Los Angeles

1995 - 1996 - JoAnn (Jodi) Crandall, University of Maryland, Baltimore County

1994 - 1995 - Claire Kramsch, University of California,Berkeley

1993 - 1994 - Robert Kaplan, University of Southern California

1992 - 1993 - Sandra Savignon, University of Illinois-Urbana

1991 - 1992 - Elaine Tarone, University of Minnesota-Minneapolis

1990 - 1991 - Leslie Beebe, Teachers College, Columbia University

1989 - 1990 - Lyle F. Bachman, University of Illinois

1988 - 1989 - Jacquelyn Schachter, University of Southern California

1987 - 1988 - Susan Gass, University of Michigan

1986 - 1987 - Dell Hymes, University of Pennsylvania

1985 - 1986 - Courtney Cazden, Harvard University

1984 - 1985 - Braj Kachru, University of Illinois

1983 - 1984 - Thomas Scovel, San Francisco State University

1982 - 1983 - Betty Wallace Robinett, University of Minnesota

1981 - 1982 - Muriel Saville-Troike, University of Illinois, Urbana

1980 - 1981 - Eugene Briere, University of Southern California

1979 - 1980 - Roger Shuy, Georgetown University & Center for Applied Linguistics

1978 - 1979 - Wilga Rivers, Harvard University

	LOCATION	ELEVATOR BANK
CHURCHILL	1ST FLOOR	ALL
FOX CHAPEL	1ST FLOOR	ALL
MT. LEBANON	1ST FLOOR	ALL
OAKMONT	1ST FLOOR	ALL
SEWICKLEY	1ST FLOOR	ALL
SHADYSIDE	1ST FLOOR	ALL
CARNEGIE		
CARNEGIE 1	CONFERENCE LEVEL	ALL
CARNEGIE 2	CONFERENCE LEVEL	ALL
CARNEGIE 3	CONFERENCE LEVEL	ALL
CONFERENCE CENTER		
CONFERENCE CENTER A	CONFERENCE LEVEL	ALL
CONFERENCE CENTER B	CONFERENCE LEVEL	ALL
CONFERENCE CENTER C	CONFERENCE LEVEL	ALL
CONFERENCE CENTER D	CONFERENCE LEVEL	ALL
CONFERENCE FOYER	CONFERENCE LEVEL	ALL
FRICK	CONFERENCE LEVEL	ALL
HEINZ	CONFERENCE LEVEL	ALL
LAUGHLIN	CONFERENCE LEVEL	ALL
OLIVER	CONFERENCE LEVEL	ALL
PARKVIEW EAST	CONFERENCE LEVEL	ALL
PARKVIEW WEST	CONFERENCE LEVEL	ALL
PARKVIEW WEST FOYER	CONFERENCE LEVEL	ALL
PHIPPS	CONFERENCE LEVEL	ALL
VANDERGRIFT	CONFERENCE LEVEL	ALL
BOB & DOLORES HOPE	MEZZANINE LEVEL	MZ (2ND BANK)
LAWRENCE WELK	MEZZANINE LEVEL	MZ (2ND BANK)
LAWRENCE WELK FOYER	MEZZANINE LEVEL	MZ (2ND BANK)
LAWRENCE WELK PRE-FUNCTION	MEZZANINE LEVEL	MZ (2ND BANK)
ANCHOR	WILLIAM PENN LEVEL	ALL
RIVERBOAT	WILLIAM PENN LEVEL	ALL
STERNWHEELER	WILLIAM PENN LEVEL	ALL
THREE RIVERS	WILLIAM PENN LEVEL	ALL
WILLIAM PENN BALLROOM	WILLIAM PENN LEVEL	ALL
ALLEGHENY	17TH FLOOR	ALL
BEDFORD	17TH FLOOR	ALL
FRANKLIN/GREEN	17TH FLOOR	ALL
GRAND BALLROOM	17TH FLOOR	ALL
INDIANA	17TH FLOOR	ALL
JEFFERSON	17TH FLOOR	ALL
MONONGAHELA	17TH FLOOR	ALL
SKY	17TH FLOOR	ALL
URBAN	17TH FLOOR	ALL

OMNI WILLIAM PENN HOTEL MEETING SPACE

1ST FLOOR

WILLIAM PENN LEVEL

CONFERENCE LEVEL

17TH FLOOR

MEZZANINE LEVEL
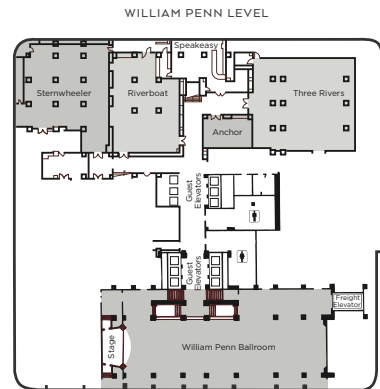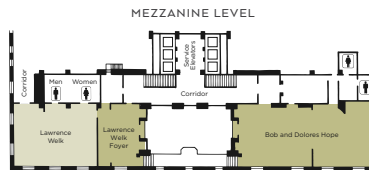
Walkable Downtown Dining Options

#	Name	#	Name	#	Name
1	Alihan's Mediterranean	31	Original Oyster House	54	Sly Fox Taphouse at the Point
2	August Henry's City Saloon	32	Meat & Potatoes	55	Social Circle
3	Backstage Bar at Theater Square	33	Mezzo at Sienna Mercato	56	Social House 7
4	Bakersfield	34	Millie's Homemade Ice Cream	57	Steelhead Brasserie & Wine Bar
5	Bigelow Grille at DoubleTree	35	Milk Shake Factory	58	Sullivan's Steakhouse Pittsburgh
6	Bill's Bar & Burger	36	Moe's Southwest Grill	59	täkō
7	Blend Bar & Cigars	37	Morton's The Steakhouse	60	Talia Cucina
8	Braddock's Rebellion	38	Nicholas Coffee & Tea Co.	61	Tap/Terrace Room at Omni
9	Butcher and the Rye	39	Olive or Twist	62	The Commoner
10	Capital Grille of Pittsburgh	40	Ollie's Gastropub	63	The Eagle Food & Beer Hall
11	Christos Mediterranean Grille	41	McCormick & Schmick's	64	The Speakeasy
12	City Works Eatery & Pour House	42	Palm Court at Omni	65	The Speckled Egg
13	Condado Tacos	43	Penn City Grille at Westin	66	The Standard Market & Pint House
14	Dibella's Subs	44	Penn Society	67	3 Rivers Restaurant
15	Eadies' Market & Catering	45	Penn Station East Coast Subs	68	Vallozzi's
16	Eddie Merlot's	46	Primanti Bros. Market Square	69	Waffles INCaffeinated
17	Eddie V's Prime Seafood	47	Redbeard's Sports Bar & Grill	70	941 Saloon
18	Elevation	48	Revel & Roost		
19	Eleven Contemporary Kitchen	49	Rock 'n' Joe Coffee Bar		
20	Ephesus Mediterranean	50	Ruth's Chris Steak House		
21	Fifth Avenue Place Arcade Shops	51	Sammy's Famous Corned Beef		
22	Five Iron Golf	52	Scarpino		
23	fl.2	53	Sienna Mercato		
24	Fogo de Chao				
25	Freshii				
26	Hello Bistro				
27	Hotel Monaco Biergarten				
28	Howl at the Moon				
29	Jimmy John's Sandwiches				
30	La Gourmandine				

Strip District
- Bar Marco
- Cinderlands Warehouse
- DiAnoia's Eatery
- Enrico Biscotti
- Kaya
- Pamela's Diner
- Peace, Love and Little Donuts
- Primanti Bros. Strip District
- The Pennsylvania Market

North Shore
1. Bar Louie North Shore
2. BURN by Rocky Patel
3. Foundry Table & Tap
4. Hyde Park Prime Steakhouse
5. Mike's Beer Bar
6. North Shore Tavern
7. Rivers Casino Restaurants
8. Shorty's Pins x Pints
9. Taps & Taco
10. Tequila Cowboy
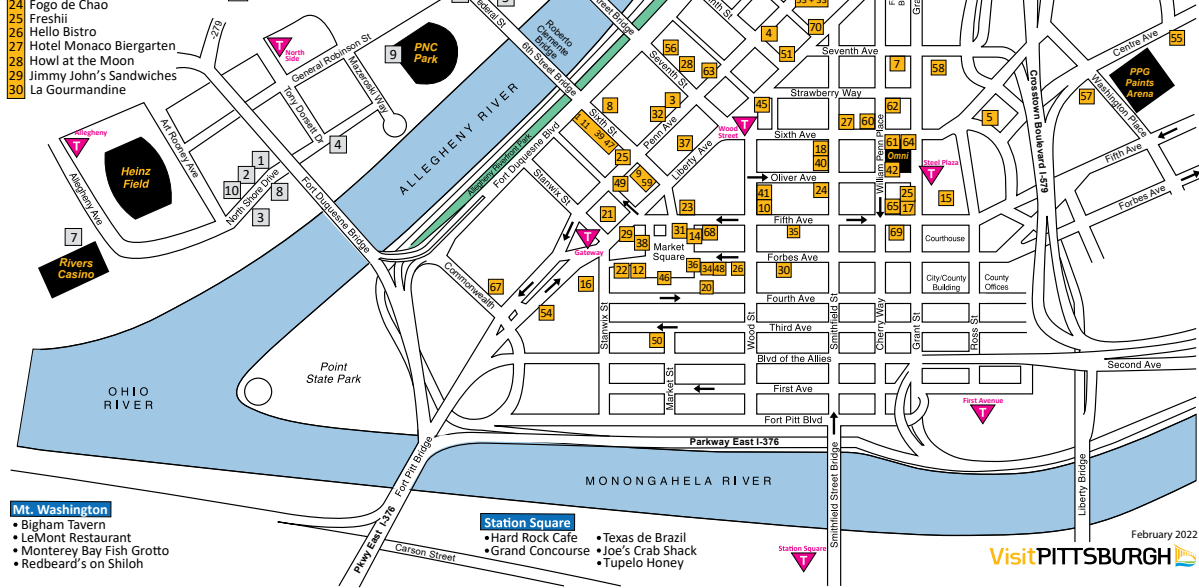
Mt. Washington
- Bigham Tavern
- LeMont Restaurant
- Monterey Bay Fish Grotto
- Redbeard's on Shiloh

Station Square
- Hard Rock Cafe
- Grand Concourse
- Texas de Brazil
- Joe's Crab Shack
- Tupelo Honey

February 2022

VisitPITTSBURGH

Map labels: David L. Lawrence Convention Center, PNC Park, Heinz Field, Rivers Casino, PPG Paints Arena, Point State Park, Allegheny River, Ohio River, Monongahela River, Parkway East I-376, Fort Pitt Bridge, Fort Duquesne Bridge, Smithfield Street Bridge, Liberty Bridge, Andy Warhol Bridge, Rachel Carson Bridge, Roberto Clemente Bridge, Market Square, Courthouse, City/County Building, County Offices, Station Square, First Avenue, Gateway, North Side, Allegheny

AAAL

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS

PORTLAND 2023

SAVE THE DATE
MARCH 18-21