

AAAL

CHICAGO 2018

2018 Annual Conference

"Going to Chicago was like going out of the world."

Muddy Waters, father of modern Chicago Blues



March 24 - 27, 2018
Sheraton Grand Chicago
Chicago, IL

#AAAL2018 ♦ www.aal.org

AAAL Mobile App and WiFi Info

Navigate the AAAL Conference with the AAAL 2018 mobile App.

STEP 1:

Search for “AAAL Conferences” in the App Store or Google Play. For quicker results, scan the QR code.



STEP 2:

Open the app for full access to the AAAL Conference. If you already have the AAAL Conferences mobile App with the 2017 App open, go to settings and tap “Exit to show list”. Choose AAAL 2018 then tap download.

STEP 3:

Use the App to get the most up to date information on the schedule of events, speakers, read session abstracts, find handouts and set your personal schedule.

WiFi Network: AAAL2018

Password: AAAL2018

AAAL

CHICAGO 2018

Table of Contents

GENERAL CONFERENCE INFORMATION

Welcome Message from the President and Conference Chair	Page 2
Conference Information	Page 4
Instructions Regarding Individual, Poster and Roundtable Sessions	Page 4
Conference Team	Page 5
Strand Coordinators	Page 5
Abstract Reviewers	Page 7
Conference Sponsors	Page 13
Publishers' Exhibit Hall Information	Page 14

PLENARY AND INVITED ADDRESSES

Distinguished Scholarship and Service Award (DSSA) Lecture	TAB 1 / Page 19
Distinguished Public Service Award Address	Page 25
	Page 26

INVITED COLLOQUIA

TAB 2 / Page 27

SPECIAL SESSIONS, EVENTS AND MEETINGS

Special Meetings and Events	TAB 3
Graduate Student Events	Page 35
Other Open Meetings	Page 36
	Page 37

ABOUT AAAL

Distinguished Scholarship and Service Award	TAB 4
Distinguished Public Service Award	Page 41
AAAL Awards	Page 42
AAAL Leadership	Page 43
Call for 2019 AAAL Awards Nominations	Page 44
2019 AAAL Conference	Page 47
Map of Hotel	Page 48
	Page 49

ADVERTISEMENTS

Routledge	Page 6
Georgetown University Press	Page 18
University of Michigan Press	Page 40
John Benjamins	Back Cover



From the President...

*Tim McNamara
AAAL President
2017-2018*

Welcome to the great city of Chicago for the 2018 conference of the American Association for Applied Linguistics. Linda Harklau, this year's Conference Chair and AAAL First Vice President, and her team have put together a packed and varied program, maintaining the reputation of AAAL as the go-to annual international conference in Applied Linguistics – I certainly am looking forward to meeting colleagues and friends from all over the world here. Thanks to all the Strand Coordinators and proposal reviewers for helping Linda put together such a quality program.

If it's your first time at the conference, don't miss the Newcomers' Session on the Friday evening before the conference begins, at 5:15 (Missouri), repeated at 10:10 on Saturday at (Columbus A). And if you're a graduate student, don't miss any of the special events organized by our wonderful Graduate Student Council, including the Meet and Greet on the Friday evening in the Sheraton bar from 8 to 10pm, the lunchtime session on ethics on Saturday, and the Student Forum from 6.30pm on Sunday.

A particularly exciting event this year is the inaugural AAAL Distinguished Public Service award. This year's winners, from Philadelphia, Judge Chen and her associate Osvaldo Aviles, will be speaking Saturday, 10:45-11:50 (Arkansas).

This year's Distinguished Scholarship and Service Award winner is Suresh Canagarajah. Be certain to hear him on Monday at 10:10 am.

The open meeting of the Public Affairs and Engagement Committee will be held on Sunday March 25th from 12:30 (Michigan A). At a time of great social controversy and change, this is your chance to engage with matters of public interest in which language is an issue.

As President, I urge you to come to the Annual Business Meeting on Monday, March 26 from 12:30. Box lunches are available free of charge to the first 80 AAAL members who arrive at the meeting room – don't miss out!

Thanks once again to the great management team led by Sarah Berke. Say hi to them at the Registration Desk. And remember to leave some time to enjoy this magnificent city, its art and its architecture – and the blues....



From the Conference Chair...

*Linda Harklau
AAAL First Vice-President
2017-2018*

I am delighted to welcome you to Chicago and the 2018 AAAL conference.

This conference program reflects the vibrant multidisciplinary scholarship of our association. Five plenaries and eight invited colloquia, along with peer-reviewed presentations in 19 different research strands, contribute to the rigor and diversity of this program. Accepted proposals came from over 600 institutions in 100 countries. The conference also features sessions addressing the roles of AAAL's membership as public scholars and advocates. With students currently constituting over 40% of our membership, look for an expanded range of student events and fundraisers. We also continued to work towards making the conference "green" by providing the most up-to-date and complete conference information through the AAAL App. Orientations to the App will be featured in newcomer sessions on Friday and Saturday and an App Help Desk can be found near the registration desk.

Many dedicated volunteers have contributed to bringing this conference to fruition. They include my colleagues Ruth Harman, Victoria Hasko, and Don Rubin of the University of Georgia, and Jiyeon Lee of University of Maryland Baltimore County, who helped plan this year's academic program. Acknowledgments also go to the Strand Coordinators who recruited over 500 reviewers to vet a record number of proposals

on tight deadlines. It has also been my privilege to work with the talented young scholars on the Conference Planning Team. Their tireless work and enthusiasm has been inspirational. Rhia Moreno-Kilpatrick, Assistant Conference Chair, has led the team and played an especially critical role in matters large and small over the course of the past two years. Nicole Siffrinn has likewise been central to the process, contributing in a myriad of ways. Lei Jiang has also played key roles. Jason Mizell has managed our communications and social media, and Soojin Ahn has coordinated poster and roundtable sessions. Thanks as well to our other student volunteers from UGA and elsewhere who are, as you read this, helping the conference to move smoothly.

My sincere thanks as well to AAAL's ever-efficient and courteous business office staff who do so much essential work behind the scenes: Sarah Berke, Ellen Shea, Jessica Atkinson, Lynda Swindell and Michele Doyle. And finally, my thanks to AAAL Executive Committee members for their support during this at times arduous process.

I wish you a rewarding conference experience and a good stay in Chicago!

Conference Information

Registration Information

Registration will be located on the Lobby Level on Friday and will move to the Chicago Promenade from Saturday until Tuesday. The Registration desk will be open during the following times:

- Friday - 4:00 pm - 8:00 pm (*located on the Lobby Level*)
- 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 the Exhibit Hall on Riverwalk Level 1 and are open the following times:

- Saturday - 9:40 am - 4:30 pm; 5:45 pm - 7:15 pm
- Sunday - 9:00 am - 4:30 pm
- Monday - 9:00 am - 4:30 pm
- Tuesday - 9:00 am - 11:30 am

Coffee Breaks

Coffee breaks will take place in the Exhibit Hall on Riverwalk, Level 1 during the following times:

- Saturday - 9:40 am - 10:10 am (Publishers' Grand Opening) and 3:10 pm - 3:40 pm
- Sunday - 9:40 am - 10:10 am and 3:30 pm - 4:00 pm
- Monday - 9:40 am - 10:10 am and 3:30 pm - 4:00 pm
- Tuesday - 9:40 am - 10:10 am

Internet Access

Complimentary Wifi is available in the Sheraton Grand Chicago in the conference area as well as the guest rooms. To access the hotel internet in the Conference area:

Network Name: AAAL2018

Password: AAAL2018 (*password is case sensitive*)

- View available networks
- Click on the "AAAL2018" network to connect.
- When prompted, enter the password.

If you need any technical or internet support in a conference room, please note that there are members of the AV team that will be available.

If you need help and do not see a representative from the AV Team, please feel free to pick up any house

phone, dial "O" and ask for AV assistance. Someone from AV will respond and assist you promptly.

Conference Evaluation Information

Your feedback is important to us. At the end of the conference, you will receive a link to an evaluation survey via email. Please complete the survey so that we can continue to improve our annual conference.

Photographer Information

There will be an official photographer at the conference taking photos for archival and marketing purposes. If you would like to opt out or have your photo removed from the website, please email info@aaal.org with a photo of yourself attached.

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 room 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 time-keeper.

Poster Sessions - Each poster session is 1.5 hours long. Your poster presentation can be displayed during this period. You are responsible for being present during poster breaks to answer questions from the audience. Please see the program schedule insert for the timing of these breaks. For the rest of the period, you may choose to stay at your poster board at your discretion.

Shared Shorter Paper Sessions - The three individual ten-minute papers in each session will be presented, each with one or two minutes for clarification questions, followed by up to 30 minutes of discussion after all three papers have been presented. There will be a time-keeper.

Conference Team at The University of Georgia

Chair:

- Linda Harklau, Professor, TESOL & World Language Education Program, Department of Language and Literacy Education, University of Georgia

Academic Advisors:

- Dr. Ruth Harman, University of Georgia
- Dr. Victoria Hasko, University of Georgia
- Dr. Jiyeon Lee, University of Maryland Baltimore County
- Dr. Donald L. Rubin, University of Georgia

Conference Planning Team:

- Rhia Moreno-Kilpatrick, PhD candidate, University of Georgia (Assistant Chair and Strand Coordinator Liaison)
- Nicole Siffrinn, PhD candidate, University of Georgia
- Lei Jiang, PhD candidate, University of Georgia
- Jason Mizell, PhD candidate, University of Georgia
- Soojin Ahn, PhD candidate, University of Georgia

2018 Strand Coordinators

Analysis of Discourse and Interaction (DIS)

Assessment and Evaluation (ASE)

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

Corpus Linguistics (COR)

Educational Linguistics (EDU)

Language and Ideology (LID)

Language and Technology (TEC)

Language Maintenance and Revitalization (LMR)

Language Planning and Policy (LPP)

Language, Cognition and Brain Research (COG)

Language, Culture, Socialization, & Pragmatics (LCS)

Reading, Writing, and Literacy (RWL)

Research Methodology (REM)

Second and Foreign Language Pedagogy (PED)

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

Sociolinguistics (SOC)

Text Analysis (Written Discourse) (TXT)

Translation and Interpretation (TRI)

Vocabulary and Lexical Studies (VOC)

Elizabeth Miller, University of North Carolina
Charlotte

Elvis Wagner, Temple University

Diane Tedick, University of Minnesota

Kristopher Kyle, University of Hawaii

Constant Leung, King's College London

Theresa Catalano, University of Nebraska

Jonathon Reinhardt, University of Arizona

Kendall King, University of Minnesota

Sarah Moore, Center for Applied Linguistics

Andrea Revesz, University College London
Institute of Education

Usree Bhattacharya, University of Georgia

Mary Jane Curry, University of Rochester

Patricia Duff, University of British Columbia

Angela Scarino & Michelle Kohler, University
of South Australia and Flinders University

Peter de Costa & Wenhao Diao, Michigan
State University & University of Arizona

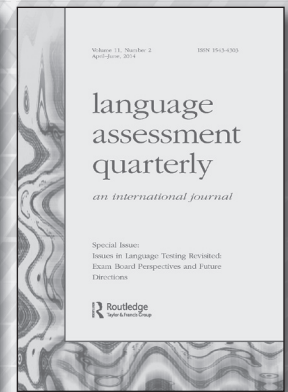
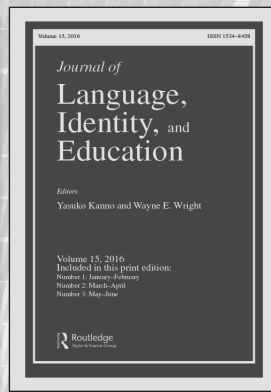
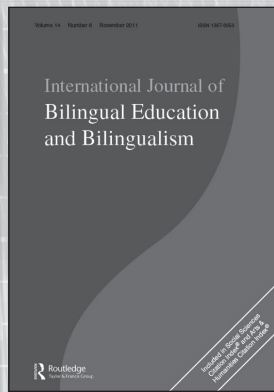
Thor Sawin, Middlebury Institute of
International Studies at Monterey

Ruth Harman, University of Georgia

Renee Jourdenais, Middlebury Institute of
International Studies at Monterey

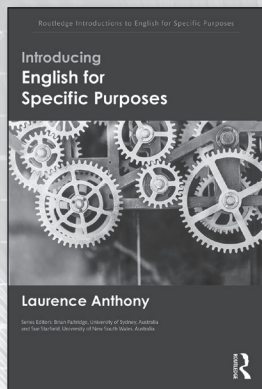
Norbert Schmitt, University of Nottingham

Featured Journals and Books from Routledge Linguistics



Explore these language, learning and literacy journals and many more at www.tandfonline.com

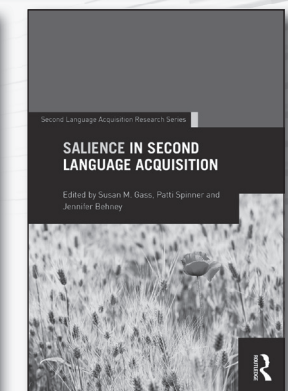
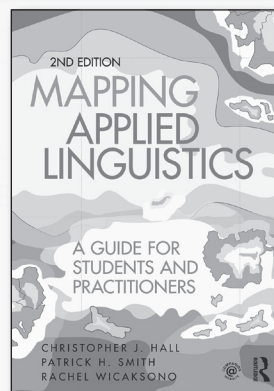
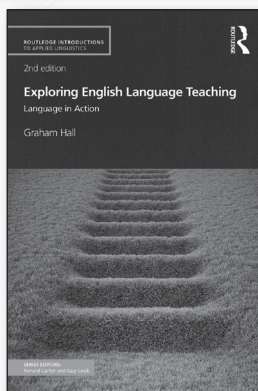
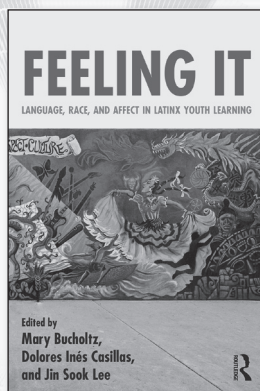
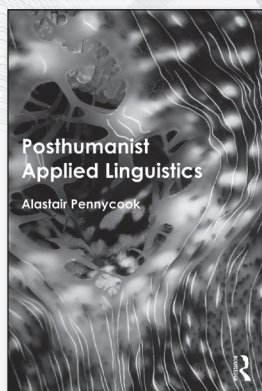
Routledge Introductions to English for Specific Purposes



Routledge Introductions to English for Specific Purposes provide a comprehensive and contemporary overview of various topics within the area of English for specific purposes, written by leading academics in the field. Aimed at postgraduate students in applied linguistics, English language teaching and TESOL, as well as pre- and in-service teachers, these books outline the issues that are central to understanding and teaching English for specific purposes, and provide examples of innovative classroom tasks and techniques for teachers to draw on in their professional practice.

Find out more: www.routledge.com/9781138936652

New Linguistics Titles



Save 20% on all Routledge Books at www.routledge.com with discount code **CDU10***

*Offer valid at the conference stand and online until 27 April 2018. Offer only valid on print products and may not be combined with any other offer.

Abstract Reviewers

Analysis of Discourse and Interaction (DIS)

- Michele Back, University of Connecticut
- Nancy Bell, Washington State University
- Anna De Fina, Georgetown University
- Jesse Gleason, Southern Connecticut State
- Olga Griswold, California State University at Pomona
- Atsushi Hasegawa, University of Kentucky
- Eric Hauser, University of Electro-Communications Tokyo
- Christina Higgins, University of Hawai'i at Manoa
- Christopher Jenks, University of South Dakota
- Hayriye Kayi-Aydar, University of Arizona
- Piibi-Kai Kivik, Indiana University
- Silvia Kunitz, Stockholm University
- Sophia Lampropoulou, University of Liverpool
- Juliet Langman, University of Texas at San Antonio
- Paula Mellom, University of Georgia
- Stephen Moody, Brigham Young University
- Junko Mori, University of Wisconsin Madison
- Hanh Nguyen, Hawai'i Pacific University
- Yusuke Okada, Osaka University
- Innhwa Park, West Chester University
- Anne Pomerantz, University of Pennsylvania
- Matthew Prior, Arizona State University
- Kongji Qin, New York University
- Olcay Sert, Hacettepe University
- Camila Vásquez, University of South Florida
- Amber Warren, University of Nevada Reno
- Csilla Weninger, Nanyang Technological University Singapore
- Meike Wernicke, University of British Columbia

Assessment and Evaluation (ASE)

- Nathan Carr, Cal State Fullerton
- Ikkyu Choi, ETS
- Troy Cox, Brigham Young University
- Sarah Cushing, Georgia State University
- Jee Wha Dakin, ETS
- Kristin di Gennaro, Pace University
- Anne Donovan, Center for Applied Linguistics
- Tim Farnsworth, Hunter College, CUNY
- Joe Geluso, Iowa State University
- April Ginther, Purdue University
- Sarah Goodwin, Independent Researcher
- Paul Gruba, University of Melbourne
- Gene Halleck, Oklahoma State University
- Luke Harding, Lancaster University
- Rosalie Hirsch, Iowa State University
- Yo In'nami, Chuo University
- Schmidgall Jonathan, ETS

- Okim Kang, Northern Arizona University
- Alicia Kim, WIDA, University of Wisconsin-Madison
- Rie Koizumi, Juntendo University
- Kris Kyle, University of Hawaii at Manoa
- Heidi Liu Banerjee, Teachers College, Columbia University
- Lorena Llosa, NYU
- Meg Malone, Georgetown University
- Maria McCormack, Columbia University
- Meg Montee, Center for Applied Linguistics
- Saerhim Oh, Teachers College, Columbia University
- India Plough, Michigan State
- Jamie Schissel, University of North Carolina Greenville
- Sunyoung Shin, University of Indiana
- Lorraine Sova, Temple University
- Russ Suvorov, University of Hawaii at Manoa
- Jon Trace, Keio University
- Margaret Van Naerssen, Independent Researcher
- Erik Voss, Northeastern University
- Linlin Wang, Temple University

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

- Susan Ballinger, McGill University
- Martha Bigelow, University of Minnesota
- Blanca Caldas Chumbes, University of Minnesota
- Laurent Cammarata, University of Alberta
- Jasone Cenoz, University of the Basque Country-San Sebastián
- Jenna Cushing-Leubner, University of Wisconsin-Whitewater
- Christiane Dalton-Puffer, University of Vienna
- Joseph Dicks, University of New Brunswick
- Melissa Engman, Grassroots Indigenous Multimedia (GIM)
- Kathy Escamilla, University of Colorado-Boulder
- Mileidis Gort, University of Colorado-Boulder
- Durk Gorter, Ikerbasque and University of the Basque Country-San Sebastián
- Kathryn Henderson, University of Texas-San Antonio
- Sally Hood, University of Portland
- Susan Hopewell, University of Colorado-Boulder
- Kendall King, University of Minnesota
- Paula Kristmanson, University of New Brunswick
- Jennifer Li, RAND Corporation
- Roy Lyster, McGill University
- Corrine Mathieu, University of Minnesota
- Teresa McCarty, University of California-Los Angeles

- Deborah Palmer, University of Colorado-Boulder
- Kim Potowski, University of Illinois-Chicago
- Masatoshi Sato, Universidad Andres Bello, Chile
- Lucinda Soltero-González, Adams County School District 14 and University of Colorado-Boulder
- Pamela Wesely, University of Iowa

Corpus Linguistics (COR)

- Laura Aull, Wake Forest University
- Cynthia Berger, Georgia State University
- Viviana Cortes, Georgia State University
- Eniko Csomay, San Diego State University
- Sandra Deshors, Michigan State University
- Jesse Egbert, Northern Arizona University
- Eric Friginal, Georgia State University
- James Garner, Georgia State University
- Bethany Gray, Iowa State University
- Jack Hardy, Emory University
- Minkyung Kim, Georgia State University
- Kristopher Kyle, University of Hawaii
- Geoff LaFlair, University of Hawaii
- Xiaofei Lu, The Pennsylvania State University
- Geoff Pinchbeck, Carleton University
- Paula Rationaho, University of Tampere
- Ute Römer, Georgia State University
- Shelley Staples, University of Arizona
- Hyung-Jo Yoon, California State University, Northridge

Educational Linguistics (EDU)

- Nick Andon, King's College London
- Richard Badger, Leeds University
- Avary Carhill-Poza, Boston College
- Julie Choi, Melbourne University
- Simon Coffey, King's College London
- Tracey J. Costley, Essex University, UK
- Chris Davison, University of New South Wales
- Martin Dewey, King's College London
- Yvonne Foley, Edinburgh University
- Andy Gao, University of New South Wales
- Chris Hall, York St, John University
- Francis Hult, Lund University
- Ofra Inbar, Tel Aviv University
- Chris Jenks, University of South Dakota
- Anne Katz, ARC Associates, San Francisco, CA, USA
- Angel Lin, HKU
- Mary McGroarty, North Arizona University
- Tom Morton, Unwaged
- Shondel Nero, NYU
- Gary Ockey, ETS
- Matt Poehner, Penn State
- Lia Plakan, University of Iowa
- Jennifer Rowsell, Brock University
- Rita Silver, Singapore National University

- Paula Szundy, Federal University of Rio de Janeiro
- Guadalupe Valdes, Stanford
- Piet Van Avermaet, Ghent University

Language and Technology (TEC)

- Robert Blake, University of California Davis
- Carol Chapelle, Iowa State University
- Elena Cotos, Iowa State University
- D. Joseph Cunningham, Georgetown University
- Ed Dixon, University of Pennsylvania
- Sebastien Dubreil, Carnegie Mellon University
- Lara Ducate, University of South Carolina
- Jesse Egbert, Northern Arizona University
- Emily Hellmich, University of Arizona
- Carolin Fuchs, City University of Hong Kong
- Jesse Gleason, Southern Connecticut State University
- Mirjam Hauck, The Open University
- Michelson Kristen, Texas Tech University
- Barbara Lafford, Arizona State University
- Meei-Ling Liaw, National Taichung University of Education
- Gillian Lord, University of Florida
- Ana Oskoz, University of Maryland Baltimore County
- Jim Ranalli, Iowa State University
- Robert Poole, Texas A&M University Corpus Christi
- Susanne Rott, University of Illinois at Chicago
- Dong-shin Shin, University of Cincinnati
- Tatyana Sydorenko, Portland State University
- Julie Sykes, University of Oregon
- Theresa Schenker, Yale University
- Joshua Thoms, Utah State University
- Steve Thorne, Portland State University/University of Groningen
- Ilona Vandergriff, San Francisco State University
- Nina Vyatkina, University of Kansas
- Bonnie Youngs, Carnegie Mellon University
- Gabriela Zapata, Texas A&M University

Language Maintenance and Revitalization (LMR)

- Melissa Engman, Grassroots Indigenous Multimedia / University of Minnesota
- Mary Hermes, University of Minnesota
- Wesley Leonard, University of California, Riverside
- Ari Sherris, Texas A&M University

Language Planning and Policy (LPP)

- Carolyn Adger, Center for Applied Linguistics
- Beatriz Arias, Center for Applied Linguistics
- Jeff Bale, OISE/University of Toronto
- Sovicheth Boun, State University of New York at

Fredonia

- Peter de Costa, Michigan State University
- Christian Faltis, University of California, Davis (emeritus)
- David Cassels Johnson, University of Iowa
- Eric Johnson, Washington State University, Tri-Cities
- Francis Hult, Lund University
- Jing Wei, Center for Applied Linguistics
- Juliet Langman, University of Texas at San Antonio
- Karen Lillie, State University of New York at Fredonia

Fredonia

- Kate Menken, City University of New York - Graduate Center & Queens College
- Peter Sayer, University of Texas at San Antonio
- Sarah Moore, Center for Applied Linguistics
- Shannon Fitzsimmons-Doolan, Texas A&M University at Corpus Christi
- Andie Wang, Colby College
- Terrence Wiley, Arizona State University (emeritus)
- Wayne Wright, Purdue University

Language Cognition and Brain Research (COG)

- Robert DeKeyser, University of Maryland
- Nick Ellis, University of Michigan
- Roger Gilabert, University of Barcelona
- Aline Godfroid, Michigan State University
- Sarah Grey, Fordham University
- Philip Hamrick, Kent State University
- Alex Housen, Vrije Universiteit Brussel
- Scott Jarvis, Ohio State University
- Gregory Keating, San Diego State University
- Judit Kormos, Lancaster University
- Ronald Leow, Georgetown University
- Emma Marsden, University of York
- Kara Morgan-Short, University of Illinois at Chicago
- Ana Pellicer-Sánchez, University College London
- Peter Robinson, Aoyama Gakuin University
- Rebecca Sachs, Virginia International University
- Pavel Trofimovich, Concordia University

Language Culture, Socialization and Pragmatics (LCS)

- Kathleen Bardovi-Harlig, Indiana University
- Katie Bernstein, Arizona State University
- Matthew Burdelski, Osaka University
- Shengrong Cai, Wright State University
- Suresh Canagarajah, Penn State
- Christian Chun, U Mass Boston
- David Divita, Pomona College
- Emily Feuerherm, UM-Flint
- Debra Friedman, Indiana University
- Nancy Hornberger, Univ. of Pennsylvania

- Rick Kern, UC Berkeley
- Ariel Loring, UC Davis
- Dave Malinowski, Yale University
- Suhanthie Motha, University of Washington
- Gloria Park, Indiana Univ. of Pennsylvania
- Maria Prikhodko, DePaul University
- Priti Sandhu, University of Washington
- Jaran Shin, U Mass, Boston
- Manka Varghese, University of Washington

Language and Ideology (LID)

- Linda Waugh, University of Arizona
- Jia Liu, University of Nebraska-Lincoln
- Adnan Ajšić, American University of Sharjah
- Jessica Sierk, St. Lawrence University
- Wenhiao Diao, University of Arizona
- Rebeca Gutiérrez Estrada, University of Sonora
- Bonnie Fonseca-Greber, University of Louisville
- Nelson Flores, University of Pennsylvania
- Laura Kusaka, Aichi University
- Tommaso Milani, University of the Witwatersrand
- Jenelle Reeves, University of Nebraska-Lincoln
- Yi Wang, University of Arizona
- Josephine Uzo Akabogu, University of Nigeria Nsukka
- Christine Higgins, University of Hawaii at Manoa
- Luis Poza, University of Colorado, Denver

Reading, Writing, and Literacy (RWL)

- Aylin Atilgan, Northeastern Illinois University
- Dwight Atkinson, University of Arizona
- Diane Belcher, Georgia State University
- Nigel Caplan, University of Delaware
- Christine Casanave, Temple University Japan
- Pisarn Bee Chamcharatsri, University of New Mexico
- Chingfeng Chang, National Chiao Tung University, Taiwan
- Deborah Crusan, Wright State University
- Sara Cushing, Georgia State University
- Sidury Christiansen, University of Texas at San Antonio
- Fabiola Ehlers-Zavala, Colorado State University
- Guillaume Gentil, Carleton University
- Betsy Gilliland, University of Hawaii-Manoa
- Lynn Goldstein, Middlebury Institute of International Studies at Monterey
- John Hedgcock, Middlebury Institute of International Studies at Monterey
- Eliana Hirano, Berry College
- Mei-ching Ho, University of Taipei, Taiwan
- Atsushi Iida, Gunma University, Japan
- Xiangying Jiang, West Virginia University
- Hee-Seung Kang, Case Western Reserve University
- Aleksandran Kaztalska, Southern Arkansas University

- Joe Lee, Ohio State University
- Kyle McIntosh, University of Tampa
- Faezeh Mehrang, Massey University, NZ
- Jim McKinley, Bath University, UK
- Lilian Mina, Auburn University
- Ryan Miller, Kent State University
- Masakazu Mishima, Rikkyo University, Japan
- Paul Kei Matsuda, Arizona State University
- Gloria Park, Indiana University of Pennsylvania
- Silvia Pessoa, Carnegie Mellon University
- Charlene Polio, Michigan State University
- Asif Qureshi, Zayed University
- Melinda Reichelt, University of Toledo
- Heath Rose, University of Oxford
- Todd Ruecker, University of New Mexico
- Betty Samraj, San Diego State University
- Diane Schmitt, Nottingham Trent University
- Hairong Shang-Butler, University of Rochester
- Shawna Shapiro, Middlebury College
- Mark Shea, Mt. Holyoke College
- Ling Shi, University of British Columbia, Canada
- Elena Shvidko, Utah State University
- Meryl Siegal, Laney College
- Steve Simpson, New Mexico Institute of Mining and Technology
- Lisy Seloni, Illinois State University
- Sue Starfield, University of New South Wales, Australia
- Christine Tardy, University of Arizona
- Margi Wald, University of California-Berkeley
- Youngjoo Yi, The Ohio State University
- Hyung-Jo Yoon, California State University, Northridge
- Lawrence Jun Zhang, University of Auckland, NZ

Research Methodology (REM)

- Luke Plonsky, Georgetown University
- Gary Barkhuizen, University of Auckland
- Eric Hauser, University of Electro-Communications, Tokyo
- Stefan th Gries, UC Santa Barbara
- Christine Coombe, Higher Colleges of Technology, United Arab Emirates
- Naoko Taguchi, Carnegie Mellon University
- Tim Anderson, University of Victoria, Canada
- Martha Bigelow, University of Minnesota
- Richard Young, University of Wisconsin-Madison
- Ling Shi, University of BriCsh Columbia
- Wenhao Diao, University of Arizona
- Johannes Wagner, University of Southern Denmark
- Matthew Prior, Arizona State University
- Masaki Kobayashi, Kanda Univ of InternaConal Studies

Second and Foreign Language Pedagogy (PED)

- Agurtzane Azkarai Garai, Universidad del País
- Vasco/Euskal Herriko Unibertsitatea (UPV/EHU)
- Helen Basturkmen, University of Auckland
- Martha Bigelow, University of Minnesota
- Eric Bouvet, Flinders University
- Sally Burgess, University of La Laguna
- Yuko Butler, Pennsylvania State University
- Julie Byrd Clark, Western University
- Marinella Caruso, University of Western Sydney
- Honglin Chen, University of Wollongong
- An Cheng, Oklahoma State University
- Jodi Crandall, University of Maryland Baltimore County
- Jonathan Crichton, University of South Australia
- Chantal Crozet, RMIT
- Christine Davison, University of NSW
- Peter De Costa, Michigan State University
- Martine Derivry, University of Bordeaux
- Tracey Derwing, University of Alberta
- Adriana Diaz, University of Queensland
- Martin East, The University of Auckland
- Rosemary Erlam, University of Auckland
- Anne Feryok, University of Otago
- Ofelia Garcia, City University of New York
- Sheena Gardner, Coventry University
- Lynn Goldstein, Middlebury Institute of International Studies at Monterey
- Luke Harding, Lancaster University
- John Hedgcock, Middlebury Institute of International Studies at Monterey
- Kathleen Heugh, University of South Australia
- Kathryn Hill, La Trobe University
- Noriko Iwasaki, SOAS, University of London
- Noriko Iwashita, University of Queensland
- Eva Kartchava, Carleton University
- Erin Kearney, University of Buffalo
- Claire Kennedy, Griffith University
- Youjin Kim, Georgia State University
- Glenn Levine, University of California, Irvine
- Mimi Li, University of South Florida
- Tony Liddicoat, Warwick University
- Shem Macdonald, La Trobe University
- Susy Macqueen, Australian National University
- Maria Del Pilar Garcia Mayo, University of the Basque Country
- Lynette May, Queensland University of Technology
- Paul Moore, University of Queensland
- Hilary Nesi, Coventry University
- Jonathan Newton, Victoria University of Wellington
- Howard Nicholas, La Trobe University
- Rhonda Oliver, Curtin University
- Brian Paltridge, University of Sydney
- Minati Panda Jawaharlal, Nehru University
- Geoffrey Pinchbeck, Carleton University

- Matthew Poehner, Pennsylvania State University
- Stephen Price, Swinburne University of Technology
- Leila Ranta, University of Alberta
- Melinda Reichelt, University of Toledo
- Mehdi Riazi, Macquarie University
- Natsuko Shintani, The University of Auckland
- Neomy Storch, The University of Melbourne
- Paul Toth, Temple University
- Nicole Tracy-Ventura, University of South Florida
- Vincenza Tudini, University of South Australia
- Alfredo Urzua-Beltran, San Diego State University
- Manuela Wagner, University of Connecticut
- Rosemary Wette, The University of Auckland
- Gillian Wigglesworth, The University of Melbourne
- Louisa Willoughby, Monash University
- Nicole Ziegler, University of Hawai'i at Manoa
- Stephanie Vandrick, University of San Francisco
- Elaine Horwitz, University of Texas at Austin
- Mostafa Papi, Florida State University
- Kim Younhee, Nanyang Technological University
- Nguyen Thi Thuy Minh, Nanyang Technological University
- Xiaofei Lu, Pennsylvania State University
- Paul Chamness Miller, Akita International University
- Amanda Heunsch, University of South Florida
- Talip Gonulal, Erzincan University
- Megan Smith, Mississippi State University
- Elizabeth Miller, University of North Carolina Charlotte
- Gale Stam, National Louis University
- Kimberly Buscher, University of Massachusetts - Boston

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

- Kathleen Bardovi-Harlig, Indiana University
- Heidi Byrnes, Georgetown University
- Kees de Bot, University of Groningen
- John Hellerman, Portland State University
- Wander Lowie, University of Groningen
- Lourdes Ortega, Georgetown University
- Luke Plonsky, Georgetown University
- Peter Robinson, Aoyama Gakuin University
- Kim McDonough, Concordia University
- Steven Thorne, Portland State University
- Naoko Taguchi, Carnegie Mellon University
- Pavel Trofimovich, Concordia University
- Diane Larsen-Freeman, University of Michigan
- Shaofeng Li, University of Auckland
- Amy Thompson, University of South Florida
- Kimi Nakatsukasa, Texas Tech University
- Isabelle Drewelow, University of Alabama
- Atsushi Hasegawa, University of Kentucky
- Patti Spinner, Michigan State University
- Shawn Loewen, Michigan State University
- Guangwei Hu, Nanyang Technological University
- Rita Silver, Nanyang Technological University
- Wataru Suzuki, Miyagi University of Education
- Kyoko Baba, Kinjo Gakuin University
- Natusko Shintani, University of Auckland
- Jean-Marc Dewaele, Birbeck College
- Meg Malone, Georgetown University
- Martha Bigelow, University of Minnesota
- Andrea Revesz, UCL Institute of Education
- Andy X.S. Gao, University of New South Wales
- Gary Barkhuizen, University of Auckland
- Larry/Lawrence Zhang, University of Auckland
- Dongbo Zhang, Michigan State University
- Wayne Wright, Purdue University
- James Simpson, University of Leeds
- Gabrielle Kasper, University of Hawaii
- Ute Romer, Georgia State University
- Amanda Kibler, University of Virginia
- Xiaoshi Li, Michigan State University
- Koen Van Gorp, Michigan State University
- Carolina Bernales, Pontificia Universidad Católica de Valparaíso
- Aree Manosuthikit, The National Institute of Development Administration
- Xuan Zheng, Peking University
- Propsero Garcia, Rutgers University
- Mike Long, University of Maryland
- Scott Sterling, Indiana State U
- ZhaoHong Han, Columbia University
- Yumi Matsumoto, University of Pennsylvania
- Soo Hyon Kim, University of New Hampshire
- Jimin Kahng, Northeastern Illinois University
- Deborah Crusan, Wright State University
- Rosa Manchon, University of Murcia
- Yawen Han, Nanjing Tech
- Solene Inceoglu, Australian National University
- Yan Huang, Nanjing University
- Mark James, Arizona State University
- Marjolijn Verspoor, University of Groningen
- Christina Gkonou, University of Essex
- Yin Ling Cheung, Nanyang Technological University
- Barbuhan Uzum, Sam Houston University
- Bedrettin Yazan, University of Alabama
- Luis Poza, University of Colorado-Denver
- Liv Davila, University of Illinois-Urbana Champaign
- Sarut Supasiraprapa, Michigan State University
- Yu-Shiang Jou, University of Michigan
- Matthew Poehner, Pennsylvania State University
- Hyung-Jo Yoon, Cal State Northridge
- April Ginther, Purdue University
- Masatoshi Sato, Universidad Andrés Bello

- Soo Jung Youn, Northern Arizona U
- Ute Knoch, U of Melbourne
- Tracey Derwing, U of Alberta
- Hayo Reinders, Anaheim U
- Roy Lyster, McGill U
- Amy Ohta, U of Washington
- Sandra Kouritzin, U of Manitoba
- Nihat Polat, Duquesne U
- Phil Hiver, Florida State U
- Ryan Miller, Kent State University
- Julieta Fernandez, University of Arizona
- Chantelle Warner, University of Arizona
- Shelley Staples, University of Arizona
- Feng Xiao, Pomona College
- Yang Xiao-Desai, San Francisco State University
- Janice McGregor, Kansas State University
- Adam van Compernelle, Carnegie Mellon University
- Katherin Martin, Southern Illinois University
- Sanako Mitsugi, University of Kansas
- Shu-ling Wu, Southern Illinois University
- Alan Juffs, University of Pittsburgh
- Kristen Michelson, Texas Tech University
- Ebru Turker, Arizona State University
- Katie Bernstein, Arizona State University
- Nausica Marcos, Denison University
- Hayriye Kayi-Aydar, University of Arizona
- Christine Tardy, University of Arizona
- Akira Murakami, Cambridge University
- Lorenzo García-Amaya, University of Michigan
- Xinren Chen, Nanjing University
- Dongmei Ma, Southeast University

Sociolinguistics (SOC)

- Carolyn Adger, CAL
- Marta Anton, IUPUI
- Federica Barbieri, Swansea
- Shengrong Cai, Wright State
- William Egginton, BYU
- Corinne Etienne, UMass Boston
- Oden gage, CSUMB
- MiYoung Kim, BCIT
- Carol Klee, Minnesota
- Eunkeong Lee, MIIS
- Jason Litzenburg, Penn State
- Julia Menard-Warwick, UCD
- Shigeko Okamoto, UCSC
- Michael Pasquale, Cornerstone
- Lauren Schmidt, SDSU
- Mark Seihamer, Singapore
- Nic Subtirelu, Georgetown

Text Analysis (Written Discourse) (TXT)

- Ondine Gage, California State University Monterey Bay
- Theresa Catalano, University of Nebraska Lincoln
- Viviana Cortes, Georgia State University
- Eniko Csomay, San Diego State University

- Mark Dressman, University of Illinois at Urbana-Champaign
- Zak Lancaster, Wake Forest University
- Bill Crawford, Northern Arizona University
- John Hedgcock, Middlebury Institute of International Studies
- Alan Hirvela, Ohio State University
- Icy Lee, Chinese University of Hong Kong
- Silvia Pessoa, Carnegie Mellon University in Qatar
- Dong-shin Shin, University of Cincinnati
- Youngjoo Yi, Ohio State University

Translation and Interpretation (TRI)

- Maria Sierra Cordoba Serrano, Middlebury Institute of International Studies at Monterey
- Simo Maataa, Helsinki
- Dennis Cokely, Northeastern
- Claudia Angelelli, Herriot-Watt

Vocabulary and Lexical Studies (VOC)

- Norbert Schmitt, University of Nottingham
- Anna Siyanova, Victoria University of Wellington
- Averil Coxhead, Victoria University of Wellington
- Batia Laufer, Haifa University
- Bea González Fernández, University of Nottingham
- David Beglar, Temple University, Japan
- Birgit Henriksen, Copenhagen University
- Phil Durrant, Exeter University
- Elke Peters, Leuven University
- Frank Boers, Victoria University of Wellington
- Irina Elgort, Victoria University of Wellington
- Joe Barcroft, Washington University
- Jonathan Newton, Victoria University of Wellington
- Julie DeConinck, Vrije University Brussels
- June Eyckmans, Ghent University
- Benjamin Kremmel, Innsbruck University
- Laura Vilkaite, Vilnius University
- Dilin Liu, University of Alabama
- Marijana Macis, University of Nottingham
- Marlise Horst, Concordia University
- Mélodie Garnier, University of Nottingham
- Mike Rodgers, Carleton University
- Ana Pellicer-Sanchez, UCL
- Simone Pfenninger, University of Salzburg
- Diane Schmitt, Nottingham Trent University
- Rob Schoonen, Radboud University
- Scott Crossley, Georgia State University
- Scott Jarvis, University of Utah
- Sima Paribakht, University of Ottawa
- Stuart Webb, Western University
- Suhad Sonbul Umm Al-Qura University , Mecca
- Tom Cobb, UQAM
- Tomoko Ishii, Meiji Gakuin University
- Thomas Tseng, National Taiwan Normal University
- Geoff Pinchbeck, Carleton University

Thank You to Our Sponsors

AAAL thanks the following sponsors for their generous support of the 2018 Conference and of the field of applied linguistics:

Premier Sponsor



Sponsors



ELSEVIER



GTEC

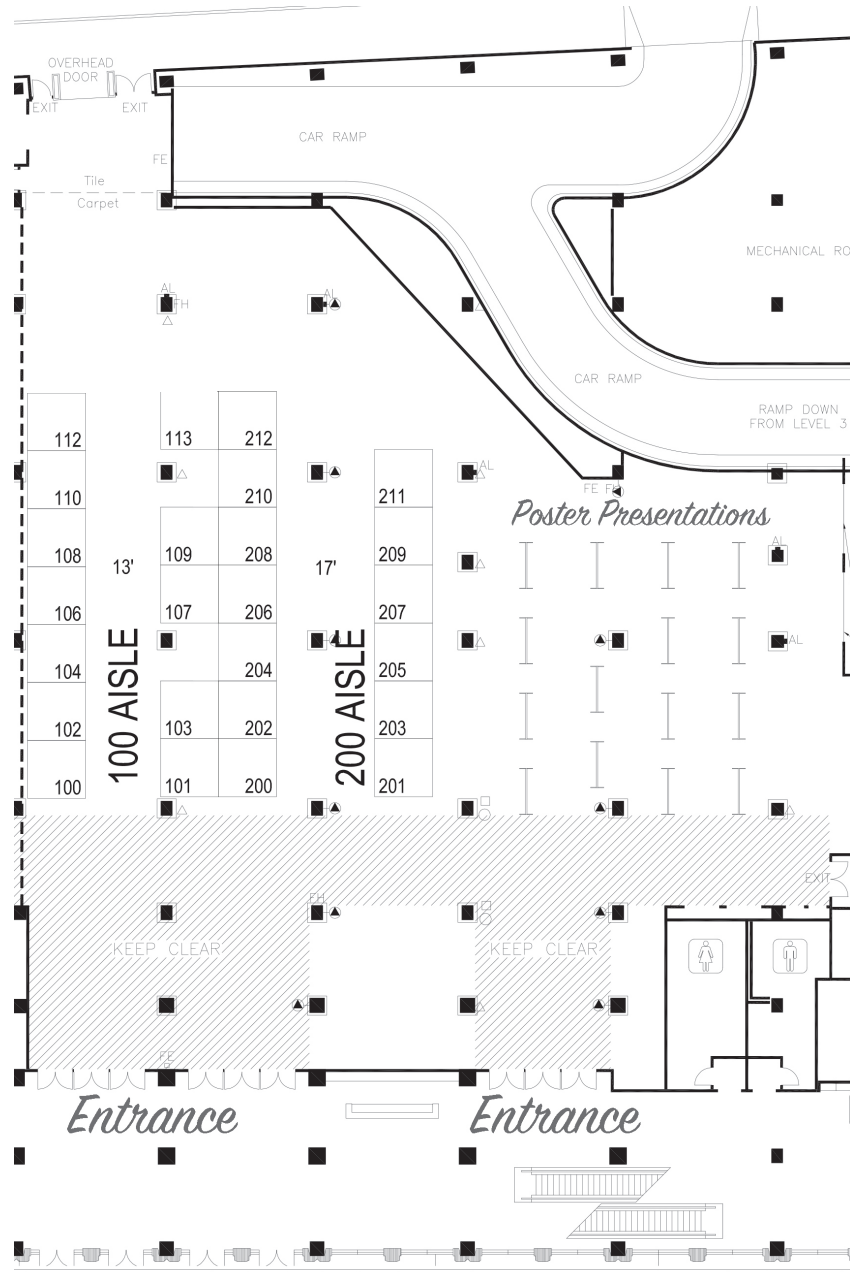


2018 AAAL Publishers' Exhibit Hall

March 24 - 27, 2018

Sheraton Grand Chicago ❖ Chicago, IL

Publisher	Booth # (s)
Benesse	208, 210
Bloomsbury Publishing	206
Brill USA, Inc.	204
CAL	110
Cambridge University Press	101
De Gruyter Mouton	200, 202
Elsevier	209
Georgetown University Press	113
John Benjamins Publishing Co.	201, 203, 205, 207
Multilingual Matters	100, 102, 104, 106
Oxford University Press	108
Palgrave Macmillan	212
Routledge	107, 109
Springer	103
University of Michigan Press	211
Wiley	112



Publishers' Exhibit Hall

Benesse / GTEC

Booth number(s): 208, 210

<http://www.benesse.co.jp/gtec/>

One of AAAL's sponsors this year, Benesse is back to promote their product GTEC. GTEC is a new type of online test that has been developed in partnership between Benesse Corporation and Berlitz Corporation. It is designed to accurately measure genuine English proficiency for today's business environment. Stop by their booth for more information.

Bloomsbury Publishing

Booth number(s): 206

<https://bloomsbury.com/us/>

Bloomsbury Academic: an award-winning and leading global publisher of prestigious works of scholarship, pedagogy and digital resources in the fields of arts, humanities and social sciences. We have a reputation for excellence and originality in serving our communities of students, scholars, educators, instructors and professionals and a growing portfolio of digital products including Bloomsbury Collections, Bloomsbury Popular Music, Bloomsbury Cultural History and Screen Studies.

Brill

Booth number(s): 204

www.brill.com

Brill's core activities lie in specialized market niches in the humanities and international law and, to a restricted extent, in the sciences. The company supplies a wide range of high quality, professionally relevant literature to libraries and individual academics. Providing service to authors and readers and to all those in the intermediate chain who are of importance is the core competence of Brill.

Center for Applied Linguistics (CAL)

Booth number(s): 110

www.cal.org

The Center for Applied Linguistics is a nonprofit organization promoting access, equity and mutual understanding for linguistically and culturally diverse people around the world.

Cambridge University Press

Booth number(s): 101

www.cambridge.org/academic

Cambridge University Press' publishing in books and journals combines state-of-the-art content with the highest standards of scholarship, writing and production. Visit our stand to browse new titles, available at 20% discount, and to pick up sample copies of our journals. Visit our website to find out more about what we do: www.cambridge.org/academic

De Gruyter Mouton

Booth number(s): 200, 202

<https://www.degruyter.com/page/1057>

Titles under our imprint De Gruyter Mouton encompass the entire field of linguistics and are published in English. We publish an internationally-renowned range of research series and journals and are particularly known for our authoritative reference works: handbooks, dictionaries, atlases, and databases.

Elsevier

Booth number(s): 209

www.elsevier.com

One of AAAL's sponsors this year, Elsevier, the modern publishing business, was founded in 1880. Elsevier is a global information analytics business that helps institutions and professionals progress science, advance healthcare and improve performance.

Georgetown University Press

Booth number(s): 113

press.georgetown.edu

The beginnings of Georgetown University Press can be traced to 1964 and we currently publish approximately forty new titles per year, as well as three journals, with an active list of almost 1,000 titles. These publications primarily service the scholarly community, and many also reach the general reading public. Many help to unite people speaking different languages, literally and figuratively, and all attempt to illuminate, clarify, and respond to the world's most difficult questions.

John Benjamins Publishing Company

Booth number(s): 201, 203, 205, 207

<https://benjamins.com>

John Benjamins Publishing Company is returning as a sponsor to this year's AAAL Conference. John Benjamins Publishing Company is an independent academic publisher in social sciences and humanities with its head office in Amsterdam. The company was founded in the 1960s by John and Claire Benjamins and is currently managed by their daughter Seline Benjamins. Its North American office is in Philadelphia.

Multilingual Matters

Booth number(s): 100, 102, 104, 106

www.multilingual-matters.com

AAAL's Premier Sponsor, Multilingual Matters, is an independent academic publisher, dedicated to publishing the best textbooks and research monographs in the fields of applied linguistics, literacy education, multicultural education and language learning. The company is proud of its ability to discover and publish cutting-edge research from all over the world. We publish all of our titles in print and as ebooks and are also able to offer the option of open access publication where appropriate.

Oxford University Press

Booth number(s): 108

elt.oup.com

With origins dating back to 1478, Oxford University Press (OUP) is the world's largest university press with the widest global presence. OUP's Global Academic Publishing program spans the entire academic and higher education spectrum, including a wide array of scholarly and general interest books, journals, and online products.

Palgrave Macmillan

Booth number(s): 212

<http://www.palgrave.com>

Palgrave Macmillan is a global academic publisher, serving learning and scholarship in higher education and the professional world.

Routledge

Booth number(s): 107, 109

www.routledge.com

Routledge is the world's leading academic publisher in the Humanities and Social Sciences. We publish thousands of books and journals each year, serving scholars, instructors, and professional communities worldwide. Routledge is a member of Taylor & Francis Group, an Informa business.

Springer

Booth number(s): 103

<http://www.springer.com>

Springer is a leading global science, technology, medicine, humanities and social sciences publisher with a portfolio of innovative information, products and services that provide researchers with quality content. Springer is part of Springer Nature, one of the world's leading global research, educational and professional publishers.

University of Michigan Press

Booth number(s): 211

www.press.umich.edu/elt/

The University of Michigan Press is a vital component of UM Library's Michigan Publishing, which is the primary academic publishing division of the university. The Press, with their rich history of publishing expertise, continues to lead in the development of digital scholarship and to support the dissemination of knowledge as widely and freely as possible.

Wiley

Booth number(s): 112

www.wiley.com

For over 200 years we have been helping people and organizations develop the skills and knowledge they need to succeed. We develop digital education, learning, assessment, and certification solutions to help universities, businesses, and individuals move between education and employment and achieve their ambitions. By partnering with learned societies, we support researchers to communicate discoveries that make a difference. Our online scientific, technical, medical, and scholarly journals, books, and other digital content build on a 200-year heritage of quality publishing.



Schedule of Events

FRIDAY, MARCH 23, 2018

11:00 am - 5:00 pm Preconference Workshop 1 - Exploring Digital Tools for Qualitative Research
Dr. Trena M. Paulus

Preconference Workshop 2 - Integrative Mixed Methods Research Design and Analysis -
Dr. Eunice Eunhee Jang

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

4:00 pm - 8:00 pm Exhibit Hall Set-Up

5:15 pm - 6:00 pm Newcomers and App Orientation

8:00 pm - 10:00 pm Graduate Student Networking at Hotel Bar

SATURDAY, MARCH 24, 2018

7:00 am - 4:30 pm Registration Desk Open

8:00 am - 11:50 am Concurrent Sessions
Colloquia

9:40 am - 4:30 pm Exhibit Hall Open

9:40 am - 10:10 am Grand Opening of Publishers' Exhibit Hall with Coffee Break

10:10 am - 11:15 am Newcomers and App Orientation

10:45 am - 11:50 am Inaugural DPSA Address

11:50 am - 1:15 pm Lunch Break (*on your own*)

12:00 pm - 1:15 pm Graduate Student Event

12:15 pm - 1:15 pm Professional Opportunity Sessions

1:30 pm - 4:30 pm Concurrent Sessions
Colloquia

2:40 pm - 4:10 pm Poster Session 1

3:10 pm - 3:40 pm Coffee Break: Visit Poster Session in Exhibit Hall

4:55 pm - 6:05 pm Welcome and Opening Plenary -
Susan Goldin-Meadow

6:05 pm - 7:30 pm Opening Reception (*cash bar*)

SUNDAY, MARCH 25, 2018

7:30 am - 4:00 pm Registration Desk Open

8:00 am - 11:15 am Concurrent Sessions
Colloquia

9:00 am - 4:30 pm Exhibit Hall Open

9:10 am - 10:40 am Poster Session 2

9:40 am - 10:10 am Coffee Break: Visit Poster Session in Exhibit Hall

11:20 am - 12:25 pm Morning Plenary - *Ellen Bialystok*

12:25 pm - 1:45 pm Lunch Break (*on your own*)

12:30 pm - 1:45 pm Film: Talking Black in America: The Story of African American Language
NASFLA (open meeting)
AAAL Public Affairs and Engagement Committee (open meeting)

1:50 pm - 5:05 pm Concurrent Sessions
Colloquia

3:00 pm - 4:30 pm Poster Session 3

3:30 pm - 4:00 pm Coffee Break: Visit Poster Session in Exhibit Hall

5:30 pm - 6:35 pm Afternoon Plenary - *Steve Thorne*

6:35 pm - 9:00 pm Graduate Student Event

MONDAY, MARCH 26, 2018

7:30 am - 4:00 pm Registration Desk Open

8:00 am - 11:15 am Concurrent Sessions
Roundtables
Colloquia

9:00 am - 4:30 pm Exhibit Hall Open

9:10 am - 10:40 am Poster Session 4

9:40 am - 10:10 am Coffee Break: Visit Poster Session in Exhibit Hall

10:10 am - 11:15 am DSSA Address
Publishing Applied Linguistics Journals: A Meeting with Journal Editors

11:20 am - 12:25 pm Morning Plenary - *Eric Friginal*

12:25 pm - 1:45 pm Lunch Break (*on your own*)

12:30 pm - 1:45 pm AAAL Business Meeting

1:50 pm - 5:05 pm Concurrent Sessions
Roundtables
Colloquia

3:00 pm - 4:30 pm Poster Session 5

3:30 pm - 4:00 pm Coffee Break: Visit Poster Sessions in Exhibit Hall

5:30 pm - 6:35 pm Afternoon Plenary - *Kim Potowski*

TUESDAY, MARCH 27, 2018

7:30 am - 11:30 am Registration Desk Open

8:00 am - 11:15 am Concurrent Sessions
Colloquia

9:00 am - 11:30 am Exhibit Hall Open

9:10 am - 10:40 am Poster Session 6

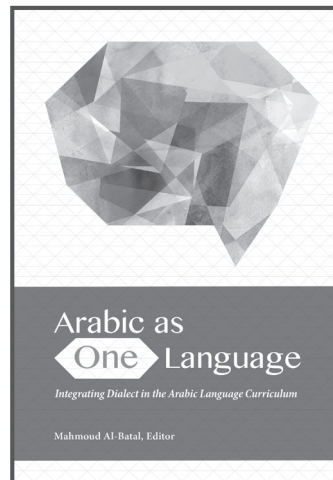
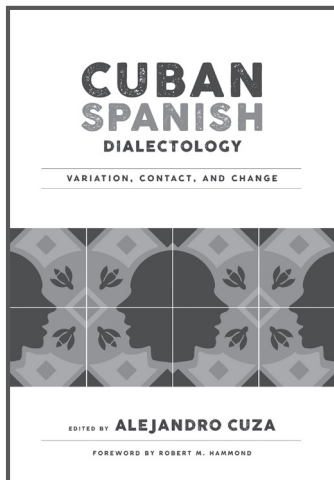
9:40 am - 10:10 am Coffee Break: Visit Poster Sessions in Exhibit Hall

12:30 p.m. - 1:45 p.m. Lunch Break (*on your own*)
Choosing a PhD Program (open meeting)

1:50 p.m. - 3:00 p.m. Concurrent Sessions

3:00 p.m. - 4:30 p.m. Closing Wine and Cheese Reception (*cash bar*)

NEW FROM GEORGETOWN UNIVERSITY PRESS



Cuban Spanish Dialectology

Variation, Contact, and Change

Alejandro Cuza, Editor

Foreword by Robert M. Hammond

paperback, \$69.95, 978-1-62616-510-6

hardcover, \$139.95, 978-1-62616-509-0

ebook, \$69.95, 978-1-62616-511-3

Georgetown Studies in Spanish Linguistics series

Arabic as One Language

Integrating Dialect in the Arabic Language Curriculum

Mahmoud Al-Batal, Editor

paperback, \$39.95, 978-1-62616-504-5

hardcover, \$119.95, 978-1-62616-503-8

ebook, \$39.95, 978-1-62616-505-2

The Changing Landscape of Spanish Language Curricula

Designing Higher Education Programs for Diverse Students

Alan V. Brown and Gregory L. Thompson

Foreword by Manel Lacorte

paperback, \$49.95, 978-1-62616-574-8

hardcover, \$149.95, 978-1-62616-573-1

ebook, \$49.95, 978-1-62616-575-5

A Guide to Useful Evaluation of Language Programs

John McE. Davis and Todd H. McKay, Editors

paperback, \$19.95, 978-1-62616-577-9

hardcover, \$59.95, 978-1-62616-576-2

ebook, \$19.95, 978-1-62616-578-6

Useful Assessment and Evaluation in Language Education

John McE. Davis, John M. Norris, Margaret E. Malone,

Todd H. McKay, and Young-A Son, Editors

paperback, \$49.95, 978-1-62616-540-3

hardcover, \$149.95, 978-1-62616-539-7

ebook, \$49.95, 978-1-62616-541-0

Georgetown University Round Table on Languages and Linguistics series

Language for Specific Purposes

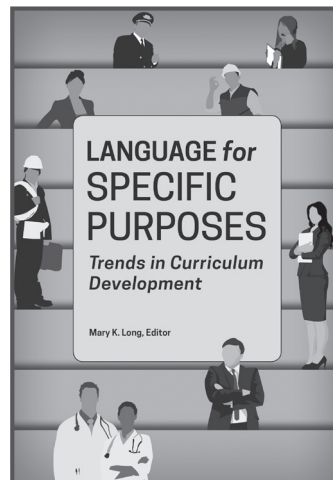
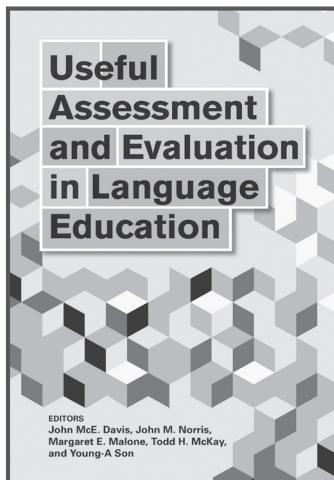
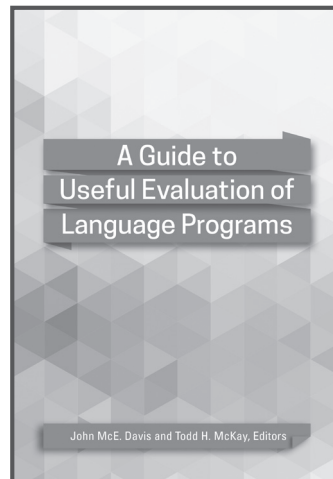
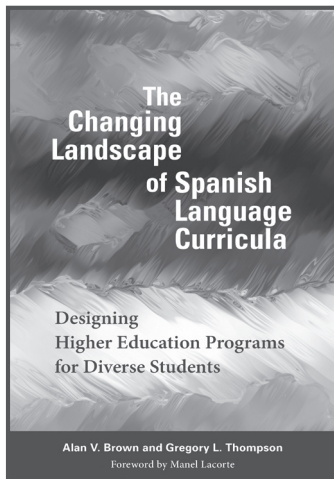
Trends in Curriculum Development


Mary K. Long, Editor


paperback, \$42.95, 978-1-62616-419-2

hardcover, \$85.95, 978-1-62616-418-5

ebook, \$42.95, 978-1-62616-420-8



 FOLLOW US @GUPRESS

 MANY OF OUR TITLES ARE AVAILABLE FROM SELECT EBOOK RETAILERS.



**GEORGETOWN
UNIVERSITY PRESS
LANGUAGES**

www.press.georgetown.edu

Visit us in the Exhibit Hall | Use Discount Code TGUE for 30% off

**PLENARY AND
INVITED ADDRESSES**

Plenary Sessions

DAY	TIME AND LOCATION	TITLE	SPEAKER
Saturday March 24	4:55 pm - 6:05 pm Chicago 6 and 7	The Resilience of Language and Gesture	Susan Goldin-Meadow, <i>University of Chicago</i>
Sunday March 25	11:20 am - 12:25 pm Chicago 6 and 7	Lifelong Bilingualism: Reshaping Mind and Brain	Ellen Bialystok, <i>York University</i>
Sunday March 26	5:30 pm - 6:35 pm Chicago 6 and 7	Technologies, Morphologies of Communicative Action, and the Rewilding of Language Education	Steve Thorne, <i>Portland State University</i>
Monday March 27	11:20 am - 12:25 pm Chicago 6 and 7	Quantifying Cross-Cultural Professional Communication	Eric Friginal, <i>Georgia State University</i>
Monday March 27	5:30 pm - 6:35 pm Chicago 6 and 7	No Child Left Monolingual: The Present and Possible Future of Dual Language Education in the U.S.	Kim Potowski, <i>The University of Illinois at Chicago</i>

Plenary Session



Susan Goldin-Meadow, *University of Chicago*

Susan Goldin-Meadow is the Beardsley Rumml Distinguished Service Professor in the Departments of Psychology and Comparative Human Development, and the Committee on Education at the University of Chicago. She received her Ph.D. from the University of Pennsylvania, where she worked with Rochel Gelman and Lila Gleitman. Her research is two-pronged: (1) The home-made gestures, called homesign, that profoundly deaf children create when not exposed to sign language. Homesign offers us insight into the skills that children themselves bring to language learning, and into the linguistic properties that conventional sign languages are likely to have had at the earliest stages of their creation. (2)

The gestures hearing speakers around the globe spontaneously produce when they talk. These co-speech gestures provide insight into how we talk and think. Professor Goldin-Meadow has served as a member of the language review panel for NIH, has been a Member-at-Large to the Section on Linguistics and Language Science in AAAS, and was part of the Committee on Integrating the Science of Early Childhood Development sponsored by the National Research Council and the Institute of Medicine and leading to the book *Neurons to Neighborhoods*. She is a Fellow of AAAS, APS, APA (Divisions 3 and 7), and LSA, and was president of the Psychology Section of AAAS in 2015. In 2001, she was awarded a Guggenheim Fellowship and a James McKeen Cattell Fellowship, which led to her two published books, *Resilience of Language and Hearing Gesture*. In 2005, she was elected to the American Academy of Arts and Sciences, and in 2015, she received the William James Award for Lifetime Achievement in Basic Research from APS.

“The Resilience of Language and Gesture”

Imagine a child who has never seen or heard any language at all. Would such a child be able to invent a language on her own? Despite what one might guess, the answer to this question is “yes”. I have studied children who are congenitally deaf and cannot learn the spoken language that surrounds them. In addition, these children have not yet been exposed to sign language, either by their hearing parents or their oral schools. Nevertheless, the children use their hands to communicate--they gesture--and those gestures take on many of the forms and functions of language. The properties of language that we find in the deaf children’s gestures are just those properties that do not need to be handed down from generation to generation, but rather can be reinvented by a child *de novo*. They are the resilient properties of language, properties that all children, deaf or hearing, come to language-learning ready to develop.

In contrast to these deaf children who are inventing a language with their hands, hearing children are learning language from a linguistic model. But they too produce gestures. Indeed, all speakers gesture when they talk. These gestures are associated with learning, they can index moments of cognitive instability, and they reflect thoughts not yet found in speech. Indeed, these gestures can do more than just reflect learning--they can be involved in the learning process itself. Encouraging children to gesture not only brings out ideas that the children were not able to express prior to gesturing, but can also teach children new ideas not found anywhere in their repertoire, either spoken or gestured.

Gesture is versatile in form and function. Under certain circumstances, gesture can substitute for speech, and when it does, it embodies the resilient properties of language. Under other circumstances, gesture can form a fully integrated system with speech. When it does, it both predicts and promotes learning.

Plenary Session



Ellen Bialystok, *York University*

Ellen Bialystok is a Distinguished Research Professor of Psychology and Walter Gordon Research Chair of Lifespan Cognitive Development at York University. She is also an Associate Scientist at the Rotman Research Institute of the Baycrest Centre for Geriatric Care. Her research uses behavioral and neuroimaging methods to examine the effect of experience on cognitive processes across the lifespan. The primary experience studied is bilingualism. The goal is to understand neuroplasticity and the mechanism by which experience modifies cognitive systems. She has published extensively in the form of books, scientific articles, and book chapters. She is a fellow of the Royal Society of Canada, Society for Experimental Psychology, American Psychological Society, and other professional organizations. Among her awards are the Canadian Society for Brain Behaviour and Cognitive Science Hebb Award (2011), Killam Prize for the

Social Sciences (2010), York University President's Research Award of Merit (2009), Donald T. Stuss Award for Research Excellence at the Baycrest Geriatric Centre (2005), Dean's Award for Outstanding Research (2002), Killam Research Fellowship (2001), and the Walter Gordon Research Fellowship (1999). In 2016, she was named an Officer of the Order of Canada and in 2017 she was granted an honorary doctorate from the University of Oslo for her contributions to research.

"Lifelong Bilingualism: Reshaping Mind and Brain"

All our experiences contribute to the way our minds and brains develop, but intense experiences have a special role in shaping our cognitive systems. As humans, no experience is more intense or pervasive than our use of language, so a lifetime of learning and using (at least) two languages has the potential to leave a profound mark on human cognition. A large body of research conducted with people at all stages in the lifespan, from infancy to old age, shows that the experience of being actively bilingual reshapes the mind and brain. Beginning with infants exposed to two languages at home and ending with older adults coping with dementia and neurodegenerative disease, cognitive and brain outcomes are different for monolinguals and bilinguals. These differences are generally in the direction of more precocious development for bilingual children and more protection against cognitive decline for bilingual older adults. This talk will review the evidence from these studies and propose an explanation for how exposure to and use of two languages leads to these cognitive and brain consequences.

Plenary Session



Steve Thorne, *Portland State University*

Steve Thorne (Ph.D., UC Berkeley) is Associate Professor of Second Language Acquisition in the Department of World Languages and Literatures at Portland State University (USA), with a secondary appointment in the Department of Applied Linguistics at the University of Groningen (The Netherlands). His interests include formative interventions in world languages education contexts, intercultural communication, indigenous language revitalization, communication across new media and mobile technologies, and research that draws upon contextual traditions of language analysis and usage-based and distributed approaches to language development.

“Technologies, Morphologies of Communicative Action, and the Rewilding of Language Education”

We live in a complex and changing world in which academic, professional, and everyday life activities increasingly illustrate the need for sophisticated communicative and analytic abilities in intercultural and plurilingual contexts. To paraphrase the essential message of Internet pioneer Tim Berners-Lee, the Internet is less a technological fact than a social fact, and one that has been accompanied by a massive proliferation of semiotic expression and emergent social practices, a number of which phenotypically differ from pre-digital epistolary conventions. The implication for language education is that digitally mediated engagement is no longer a proxy activity or practice environment, but is itself the real thing – the medium through which we perform relevant social identities and through which we engage in a wide array of life activity. It is also the case that digital technologies complexify human actions and interactivity, specifically the practices visible in the use and interpretation of semiotic resources for the construction, negotiation, and contestation of social meanings, identities, and relationships. Indeed, there are contradictory appraisals of digital media as they are understood to impact, and in part constitute, contemporary societies and individual and group imaginaries. Building from research in cultural-historical and ecological approaches to development, 4E cognition, ethnomethodology, and usage-based linguistics, this talk presents a series of design experiments that utilize existing or create new digital environments for language learning. As suggested by Marx, it is not adequate to understand the world; the point is to change it (ideally for the better). For this reason, I emphasize formative intervention projects that constitute an effort to positively advance opportunities for development. The presentation traces a 20-year arc of scholarly inquiry that examines educationally located as well as “in the wild” uses of various Internet communication tools, massively multiplayer games, mobile augmented reality projects, and uses of social media. Brief portraits of research on a number of technology innovation projects are presented that describe the theoretical frameworks and questions guiding these formative interventions and the outcomes of these studies in terms of their findings and significance. Together, these projects address foreign, second, and indigenous language contexts. In conclusion, I suggest that language development is usefully understood as adaptive semiotic bricolage motivated by social relationships of consequence and that humans and artifacts together create particular morphologies of action, with the implication that social and material educational processes should be engineered accordingly.

Plenary Session



Eric Friginal, *Georgia State University*

Eric Friginal is an Associate Professor of Applied Linguistics at the Department of Applied Linguistics and ESL and Director of International Programs at the College of Arts and Sciences at Georgia State University. He specializes in applied corpus linguistics, intercultural communication, variationist sociolinguistics, technology and language teaching, and the analysis of spoken professional discourse. His books include “The Language of Outsourced Call Centers: A Corpus-Based Study of Cross-Cultural Communication” (John Benjamins Publishing Co.) “Corpus-Based Sociolinguistics: A Guide for Students” (Routledge, with Jack A. Hardy), “Talking at Work: Corpus-Based Explorations of Workplace Discourse” (Palgrave, in press, co-edited with Lucy Pickering and Shelley Staples), “Corpus Linguistics for English Teachers” (Routledge, in press), and “Learner Talk: Exploring Spoken English Learner Language Using Corpora” (Palgrave, expected 2017 with Joseph Lee, Brittany Polat, and Audrey Roberson).

“Quantifying Cross-Cultural Professional Communication”

This paper examines frequency-based linguistic distributions from specialized corpora of English cross-cultural professional communication in interactional domains such as outsourced call centers, health care, global aviation, and the multicultural workplace. I utilize a framework of corpus-based (critical) discourse analysis in exploring the discursive practices across the cultural structures and task dimensions of these domains, focusing especially upon speakers’ understanding of identities, role-relationships, and power dynamics at work. An iterative cycle which combines computational approaches to data extraction and analyses, and a progression of stages involving quantitative and interpretive techniques (Baker et al., 2008; Biber, 1988; Gentil, 2013) shows how the structure and function of professional cross-talk can be described and explained using evidence from corpora. Pedagogical implications and ideas for materials production for learners in the classroom and professionals in training programs will be discussed.

Plenary Session



Kim Potowski, *The University of Illinois at Chicago*

Kim Potowski is Professor of Spanish linguistics in the Department of Hispanic & Italian Studies at the University of Illinois at Chicago, where she also holds appointments in Latin American and Latino Studies, Curriculum and Instruction, and an affiliation with the Social Justice Initiative. She has been directing the Spanish for heritage speakers program since 2002, which now offers 28 sections per year. She has visited over 60 college campuses in the U.S., Mexico, Italy, and Spain to deliver courses and lectures about Spanish heritage language education. She also speaks at K-8 school districts to parents, teachers, and administrators about the benefits of dual immersion programs, which was the focus of her 2013 TEDx talk “No child left monolingual.” She has been a fellow at the Advanced

Research Collaborative at the Graduate Center of the City University of New York as well as a Fulbright scholar in Oaxaca, Mexico, examining the linguistic and educational experiences of U.S.-raised youth who returned to Mexico. Since 2009, she has served as Executive Editor of the journal *Spanish in Context*. Her research focuses on Spanish in the United States, including factors that influence intergenerational language transmission and change as well as connections between language and ethnic identity.

She has authored, co-authored, and edited works including: *The Handbook of Spanish as a heritage/minority language* (Routledge, ed., 2017); *Conversaciones escritas: Lectura y redacción en contexto* (Wiley, 2nd edition 2017); *Inter-Latino language and identity: Mexi-Ricans in Chicago* (Benjamins, 2016); *El español de los Estados Unidos* (with Anna María Escobar. Cambridge, 2015); *Heritage language teaching: Research and practice* (with Sara Beaudrie & Cynthia Ducar. McGraw Hill, 2014); *Language diversity in the USA* (Cambridge, ed., 2011); *Language and identity in a dual immersion school* (*Multilingual Matters*, 2007)

“No Child Left Monolingual: The Present and Possible Future of Dual Language Education in the U.S.”

Dual language education in the U.S. serves multiple goals. For language minority students, it has been shown to be the most successful model for learning English while simultaneously developing students’ first language. For English speakers, it provides a rich environment in which to acquire another language. These programs also lead to high levels of academic achievement for all students. We have copious data documenting students’ English learning and academic achievement outcomes, but what has received far less attention is their Spanish: What does it look like, and what are the implications of developing strong academic proficiency in Spanish? After exploring a few myths about multilingualism that plague the U.S. and that serve to curtail these programs and squander the many non-English languages spoken in communities across the country, I present data on Spanish proficiency from two dual language schools in the Chicago area. Among the principal findings are these: (1) Spanish is not used as frequently as planned, which despite the value of translanguageing has potentially negative consequences for Spanish development; (2) A focus on form might bolster the acquisition of certain structures; and (3) Spanish-speaking parents would likely benefit from seeing examples of the decline in Spanish proficiency among students enrolled in all English programs, in particular when deciding what school to choose for their own children. I conclude by describing the social justice implications of well-executed dual language programs as they push our nation to embrace greater cultural and linguistic democracy, outlining some concrete benefits for Latinos – who currently constitute one out of every four school-age children in the U.S. – as well as for the rest of the population.

Distinguished Scholarship and Service Award Address



Suresh Canagarajah,
Penn State University

**Yet “Another Fucking Cancer Diary”:
Embracing Language Incompetence and Disability**
Mon, March 26, 10:10 to 11:15am, Sheraton Grand Chicago,
Chicago 10

Those were the words of British novelist Jenny Diski when she received her cancer diagnosis. The profusion of disability narratives filled her with an “anxiety of influence.” This evolving genre has critiqued the ideology of ableism dominant in social and academic discourses. It conveys that all of us are anomalous, and that our capacity to act goes beyond cognitive or individual agency. It has drawn attention to the epistemological value of the body, generative role of social and material networks, and the place of ethics in interactions. In applied linguistics, there is a readiness to acknowledge that one can never be competent or self-reliant for communication in contemporary contexts of unpredictability and diversity. Disability studies helps us redefine language “competence” along embodiment, prosthetic semiotic resources, distributed practice, and ethics. It also informs intersectionality, reframing identity politics towards addressing materiality, relationality, and vulnerability. I illustrate from my ongoing research with international STEM scholars to demonstrate how their communicative success transcends self-acknowledged incompetence in English. I theorize from my personal investment in writing and studying cancer narratives.

Distinguished Public Service Award Address



Judge Ida Chen
*Court of Common Pleas, the First
Judicial District (Philadelphia)*

**“Klaatu Barada Nikto”: The Inaugural AAAL Award for
Distinguished Public Service Address**

Sat, March 24, 10:45 to 11:50am, Sheraton Grand Chicago, Chicago 10

The Honorable Ida K. Chen, recipient of this year’s AAAL Distinguished Public Service Award along with Osvaldo Aviles, will present a personal account of her encounters with language issues and how they led her to address language access in the courts. She will relate how she came to the conclusion that the courts, working alone, are unlikely to deliver justice, and began to seek out the support of others in building capacity for the Philadelphia courts. Judge Chen will discuss how her work is informed by her belief in the power of language and the indispensable role it plays in a just society.

Judge Chen is the first Asian American female judge to serve in Pennsylvania and the first Asian American to serve on the Philadelphia Human Relations Commission (PHRC). Additionally, she previously served as a Trial Attorney with the U.S. Equal Employment Opportunity Commission (EEOC), and as a member of the Pennsylvania Interbranch Commission for Gender, Racial & Ethnic Fairness (from 2005-2010), promoting the equal application of the law for all individuals throughout the Commonwealth of Pennsylvania.

Invited Colloquia

Multimodality in teaching and research with refugee-background language learners

Organizers: Martha Bigelow, University of Minnesota and Shawna Shapiro, Middlebury College

Discussant: Verónica Valdez, University of Utah

In the current context of troubling discourses about refugees, this colloquium considers the complex, multi-layered intersections of migration, resettlement, technology, emotion, and the arts for cultural, linguistic and aesthetic representations. Papers in this colloquium explore pedagogies and processes to leverage critical media literacies, mobilities, and multimodality in and out of school.

What's wrong with food, fashion, and fairs? - Revisiting culture learning approaches through multimodal student work

Johanna Ennser-Kananen, University of Jyväskylä

Informal language learning for refugees in arts-based practice

James Simpson & Jessica Bradley, University of Leeds

Hmong youth critically (re)presenting selves in a co-ethnic theatre program

Bic Ngo, University of Minnesota

How do refugee-background youth mobilize and language emotion for critical media literacy?

Martha Bigelow and Cynthia Lewis, University of Minnesota

Refugee youth, digital storytelling, and academic confidence

Toby Emert, Agnes Scott College

Invited Colloquia

One tool, many applications: Robust eye-tracking research across SLA disciplines

Conveners: Aline Godfroid, Michigan State University, godfroid@msu.edu and

Paula Winke, Michigan State University, winke@msu.edu

Discussant: Kathy Conklin, University of Nottingham

Research using eye-movement registration, or eye tracking, has taken hold in Second Language Acquisition (SLA). The number of eye-tracking publications has increased exponentially since the 1990s, and there are now several discipline-specific reference works (Conklin, Péllicer-Sánchez, & Carrol, in press; Godfroid, forthcoming; Godfroid, Winke, & Gass, 2013). Researchers value eye tracking because it offers millisecond-precise information on what a participant is attending to at any given time. The eye gaze serves as a window into the participant's mind. Eye gaze data can advance applied linguists' understanding of how languages are processed and acquired later in life.

Early eye-tracking research in SLA focused heavily on topics in sentence processing, mirroring work in psychology and linguistics. To this date, sentence-processing research remains an important area of second-language (L2) eye-tracking research; however, it is a sign of a healthy discipline that SLA researchers have ventured beyond this well-established area. Contemporary applications of eye-tracking technology draw from education, advertising, and discourse studies, in addition to psychology and linguistics. In this colloquium, we intend to showcase some of this recent work and illustrate how SLA researchers are making eye tracking their own.

In line with these goals, the speakers at this colloquium are leading innovation in their respective subdisciplines, be it interaction, writing, cognition, or multimedia learning. Working in an interaction paradigm, McDonough, Trofimovich, and Abashidze examine how eye gaze assists in resolving non-understanding in face-to-face conversations. Révész and Michel, in a study on L2 writing, triangulate multiple data sources to reveal L2 writers' thought processes during pauses and revisions. Andringa and Williams revisit the question of awareness in L2 acquisition through an innovative use of visual world eye tracking. Winke and Gass offer new data on vocabulary acquisition in a multimedia learning environment.

The colloquium is bookended by two methodological papers (Godfroid; Mulvey et al.) and a discussion (Conklin) that cater to researchers with a broad range of experience levels. By displaying the richness, feasibility, and diversity of eye-tracking approaches in SLA, this colloquium intends to be of interest to novel as well as seasoned researchers.

Eye-tracking research across SLA disciplines: A synthetic review - *Aline Godfroid, Michigan State University*

Raters' sensitivity to visual cues during communication breakdowns - *Kim McDonough, Pavel Trofimovich & Dato Abashidze, Concordia University*

Investigating the effects of task type on L2 writing processes using eye-tracking, keystroke-logging and stimulated recall - *Andrea Révész, University College London and Marije Michel, Utrecht University*

Tracking language learning on the fly: Is awareness the product of implicit learning? - *Sible Andringa, University of Amsterdam and John Williams, University of Cambridge*

"Seeing" Arabic learners process new vocabulary during captioned-video watching: an eye-tracking study - *Paula Winke and Susan Gass, Michigan State University*

How reliable is eye movement data? Results of large-scale system comparison and universal standards for measuring and reporting eye data quality - *Fiona Mulvey, Lund University, Sweden; Jeff Pelz, Rochester Institute of Technology; Sol Simpson, iSolver Software; Dixon Cleveland, LC Technologies; Dong Wang, Rochester Institute of Technology; Kara Latorella, NASA Langley Research Centre; Marcus Joos, Interactive Minds Dresden; Josh Borah, Argus Science; Jeff Mulligan, NASA Ames; Carlos Morimoto, University of Sao Palo; Jason Babcock, Positive Science; Diako Mardanbegi, Lancaster University; Mary Hayhoe, The University of Texas, Austin*

Invited Colloquia

“We Got It From Here”: Language, Identity, and Global Hip-hop

Organizer: Marcyliena Morgan, Harvard University

Hip-hop first appeared across urban centers of America as a counterpublic representation that recreated and reclaimed spaces and neighborhoods as the real centers of American culture. It did this by telling and retelling young peoples of color’s ‘unauthorized’ biographies through critical artistic and linguistic expressions, ‘think-tank’ ciphers and by re-imagining forms of artistic expression, and confronting and overhauling the symbols and representations of life in the 21st century. It claimed its language as its identity and culture, and redefined education and knowledge as always about power and the determination to imagine, challenge, care and create. This panel presents an analysis and discussion of the influence of hip-hop language and African American English in the U.S. and globally.

Looking Back to Move Forward: Hip-hop Language Ideology and Movements for Black Studies -- 50 Years Later

Dawn Elissa Fischer, San Francisco State University

“Woke, Hood and Hip Hop: Teaching and Learning for Justice in a Changing World”

Casey Wong, Stanford University

“A Mapper’s Delight” Maximum Distance. Minimum Displacement.

Tahir Hemphill, Rap Research Lab (NYU)

“Black Joy in the Hour of Chaos: Rhetoric, Resistance and Community on #BlackTwitter”

Adam Banks, Stanford University

Black and Proud: Hip-hop Lyric Writing and Performance as Social Justice

Greg Tate, Princeton University

Invited Colloquia

New Trends and Directions in Vocabulary Research

Organizer: Norbert Schmitt, University of Nottingham

This colloquium critiques the current state of vocabulary research and suggests some directions it should take in the coming decade. It highlights trends which are becoming increasingly important in vocabulary research, as well as introducing topics which are likely to emerge as key areas in the future.

Topics include range of vocabulary issues. A key area is the nature of vocabulary acquisition, particularly a topic that is not often discussed: that vocabulary knowledge decays as well as grows. Sam Barclay discussed how decay needs to be incorporated into any discussion of vocabulary learning.

In order to better understand vocabulary acquisition, we must measure it. Numerous vocabulary tests have been developed recently, but most have not been sufficiently validated to demonstrate their quality. Benjamin Kremmel suggests the minimum validation requirements that future vocabulary tests should adhere to, and shows how computer/internet technology can be harnessed to create improved tests in the future. But measurement can go beyond traditional vocabulary tests. An exciting development is the use of online measurement. Ana Pellicer-Sánchez shows how eye-tracking methodology can be used to measure learning and processing as it happens while learners are reading.

Vocabulary acquisition comes from exposure, and Stuart Webb shows how audio-visual materials can be used to increase learner exposure to language. Computer gaming is extremely popular worldwide, and Mike Rodgers discusses how it can be harnessed to facilitate vocabulary acquisition. These two sources of input lead to incidental acquisition, but instructed approaches typically lead to more robust learning. Geoff Pinchbeck and Diane Schmitt discuss how word lists can better guide this instruction if they are created with specific learning goals in mind. One of the most difficult aspects of vocabulary to learn is multiword formulaic expressions (e.g. collocations, idioms), and Frank Boers critiques the effectiveness of various teaching approaches of these expressions.

The Use of Eye-Tracking in the Measurement and Description of Vocabulary Acquisition and Knowledge

Ana Pellicer-Sanchez, UCL Institute of Education

Understanding the Role of Systematic Decay as Part of Vocabulary Acquisition

Sam Barclay, UCL Institute of Education

Word List Development and Validation

Geoff Pinchbeck, Carleton University and Diane Schmitt, Nottingham Trent University

Desirable Features in the Next Generation of Vocabulary Tests

Benjamin Kremmel, University of Innsbruck

Using Audio-visual Materials to Promote Vocabulary Learning

Stuart Webb, Western University

Fun and Games: Learning Vocabulary through Gaming

Mike Rodgers, Carleton University

How Can We Teach Formulaic Language?

Frank Boers, Victoria University of Wellington

Invited Joint Colloquia

International Language Testing Association (ILTA) at AAAL Colloquium The Next Generation of Policy-Driven Language Testing Systems: Accountability, Consequences, and Learning

Micheline Chalhoub-Deville, Organizer

The symposium provides critical descriptions of accountability language testing realities, tackles the future of reform-driven testing efforts, and proposes a coherent framework that makes explicit the interconnections among policy, testing, validation, and learning. The intent of the symposium is to better serve students and the public good.

Re-visioning a language testing system in China: key drivers of change

Yan Jin, Shanghai Jiao Tong University, China

Reforming a national school-leaving exam: Challenges and consequences of Austria implementing a European reference instrument

Carol Spöttl & Benjamin Kremmel, University of Innsbruck, Austria

Language assessment policies and practices in contexts of diversity: disclosing the tensions

Joke Ysenbaert, Mieke Van Houtte, Piet Van Avermaet, Ghent University, Belgium

Implementing K-12 language assessment frameworks system-wide in two Canadian provinces: Implications for conceptualizing validity and reform-based testing

Saskia Van Viegen, Simon Fraser University, Canada

Interconnections between constructs and consequences: A key validity issue in K-12 English Language proficiency assessments

Mikyung Kim Wolf, Educational Testing Service, USA

Educational measurement: Constructs, accountability, and validation plans

Educational Accountability Assessment Research Group: Micheline Chalhoub-Deville, Karen Hoeve, Meltem Yumsek, Julianne Zemaitis, Ramsey Cardwell, Jeremy Acree, Alexandra Lay, and Elizabeth Patton, University of North Carolina at Greensboro, USA

Invited Joint Colloquia

North American Systemic Functional Linguistics Association (NASFLA) at AAAL Colloquium

Recontextualizing SFL theory and praxis in multilingual classrooms in the United States: A critical reflection

Organizer: Meg Gebhard, University of Massachusetts

Discussant: Jonathan Rosa, Stanford University

This colloquium explores Halliday's theory of SFL in the context of social, economic, and political changes shaping K-12 public schooling in the United States. The panelists will present and comment on research conducted in elementary, secondary, and teacher education programs and invite a critical discussion of SFL-informed research and practice.

Critically responding to the changing nature of public education: A Hallidayan conceptual framework in action

Meg Gebhard, University of Massachusetts

Developing instructional theory through design-based research on SFL approaches

Mary Schleppegrell, University of Michigan

Semiotic work and the (re)construction of social relations: Designing educational spaces to transform our communities

Mariana Achugar, Carnegie Mellon University

Toward whole school change: SFL theory into practice

Maria Brisk & Yalda Kaveh, Boston College

Learning to write in science: A genre-based approach

Zhihui Fang & Jungyoung Park, University of Florida

Critical SFL praxis through combined teacher education and after-school program

Ruth Harman, Khanh Bui, Jason Mizell, & Xiaodong Zhang, University of Georgia, Athens

Invited Joint Colloquia

International Pragmatics Association (IPrA) at AAAL Colloquium

Globalization and L2 pragmatics: Implications for research and teaching

Naoko Taguchi, Carnegie Mellon University

Globalization has brought about a transformation in traditional practices of L2 pragmatics research, most notably on the topics of intercultural communication and multilingual pragmatics. Papers in this colloquium present empirical data and pedagogical models under these topics, and collectively discuss the present-state L2 pragmatics research in the era of globalization.

Implicature comprehension in intercultural communication

Naoko Taguchi, Carnegie Mellon University and Shoichi Yamaguchi, Waseda Jitsugyo Junior and Senior High School

Linking principles and pedagogy in teaching the pragmatics of English as a lingua franca

Noriko Ishihara, Hosei University/University of California Davis

Knowledge, analysis, subjectivity, and awareness: Approaching L2 pragmatics in global contexts

Julie M. Sykes, University of Oregon

I feel therefore I am: Stance and identity in Chinese heritage language writing

Yang Xiao-Desai, San Francisco State University

Pragmatic development in a multilingual classroom in Spain: A longitudinal study

Sofía Martín-Laguna & Eva Alcón-Soler, Universitat Jaume I, Castellón

Special Meetings and Events

Newcomers' Session: Navigating the AAAL Conference and Orientation to the AAAL App

Fri, March 23, 5:15 to 6:00pm, Sheraton Grand Chicago, Missouri Room

Saturday, March 24, 10:10 to 11:15 am, Sheraton Grand Chicago, Columbus Room A

This session is intended to help first-time conference goers navigate the program, learn about the venue, and select the sessions they wish to attend by developing strategies for managing their time and making choices. The use of the conference "app" will be demonstrated and the presenters will explain the various presentation formats (papers, plenaries, roundtable discussions, professional opportunity sessions, and poster sessions; publishers' exhibit; business meeting) of the conference. At this session you may meet other first-time attendees who share your professional interests. In addition, there will be ample time for questions and answers.

AAAL Professional Development Session: Public Advocacy and Media Engagement: Voices from the Field

Sat, March 24, 12:00 to 1:15pm, Sheraton Grand Chicago, Chicago 10

This session will provide a range of perspectives on applied linguistics public advocacy and media engagement around relevant issues, policies, institutions, and systems. Moderated by Netta Avineri, Chair of AAAL's Public Affairs and Engagement Committee, the session will draw upon the experience of panelists who have collaborated on public advocacy and media engagement in multiple contexts. The session will include short presentations by each panelist sharing their own experiences and practical guidance, as well as opportunities for audience questions and discussion. Overall, the session is intended to provide applied linguists with actionable tools for influence and social change.

Opening Reception (cash bar)

Sat, March 24, 6:05 pm - 7:30 pm, Riverwalk B

Join us for an evening of networking and reconnecting with old friends at the Opening Reception. This event will also showcase our Exhibitors as well. (Cash Bar)

Film: Talking Black in America: The Story of African American Language

Sun, March 25, 12:30 to 1:45pm, Sheraton Grand Chicago, Chicago 10

Talking Black in America is the first documentary to portray the most controversial and misunderstood language variety in the history of American English. Filmed in locations from the Caribbean and South Carolina Sea Islands to the rural South and metropolitan areas of the North, it examines the historical roots of African American Language, its contemporary status in society, its essential role in everyday life, and its critical utility in artistic performance. The documentary is built around the comments and activities of everyday speakers and performers reflecting real world experiences, curated alongside the observations of linguists, historians, and educators. It showcases the development and changing role of language in the lives of African Americans, as well as the remarkable impact it has had on the speech and culture of the United States and beyond.

AAAL Professional Development Session: Publishing in Applied Linguistic Journals: A Meeting with Journal Editors

Organizer: Susan Gass, Michigan State University

Mon, March 26, 10:10 to 11:15am, Sheraton Grand Chicago, Michigan Room B

Publishing in refereed journals is a highly valued way in which applied linguists disseminate research findings

and engage in scholarly and professional discussion. In this session, after briefly introducing their respective journals, editors from a range of applied linguistics journals will discuss various aspects of how to go about getting your research published – from evaluating major journal types in the digital era, to finding the most suitable journal for your research, to methodological issues, to information about the reviewing process. This is an interactive session and we look forward to answering your questions.

AAAL Professional Development Session: Plotting your next steps as an applied linguist: Choosing, applying, and getting accepted to a PhD program

Tue, March 27, 12:30 to 1:45pm, Sheraton Grand Chicago, Arkansas Room

The process of applying to doctoral programs in applied linguistics is daunting, high-stakes, and – like many aspects of our professional development – shrouded in mystery. This panel will attempt to de-mystify the process, drawing on the personal experiences of applied linguistics faculty and doctoral students. Two panelists will also present the results of a study that surveyed current PhD students' and faculty members' experiences on both sides of the application process. The panel will offer practical suggestions on topics such as (a) choosing programs, (b) preparing application materials, and (c) obtaining funding. There will be ample time for questions and discussion.

Graduate Student Events

Graduate Student Meet and Greet

Fri, March 23, 8:00 to 10:00pm, Sheraton Grand Chicago, Sheraton Bar/Lounge

Are you a graduate student new to AAAL? A seasoned AAAL attendee who is interested in becoming more involved in graduate student leadership? Or just a graduate student looking to meet students at other institutions? Come one, come all grads to our 'meet and greet' event to kick off the AAAL conference. This is a great opportunity to network with other graduate students, share academic experiences, and get to know your future colleagues. At the event, you will also meet the Graduate Student Council Steering Committee members and learn more about graduate student events and opportunities to get more involved in AAAL. We hope you will join us for this informal community-building event!

Ethical Practice in Academia: Unpacking the AAAL Ethics Guidelines

Sat, March 24, 12:00 to 1:15pm, Sheraton Grand Chicago, Michigan Room B

In this workshop, the AAAL Ethics Taskforce will present the newly endorsed Ethics Guidelines, which are intended as a frame of reference to provide guidance for graduate students on ethical practices in three areas: research, teaching, and service. Through this roundtable format, graduate students will engage with each area of the newly endorsed guidelines and consider examples of ethical issues that arise during graduate school and how these guidelines can help to address them. Lunch will be provided!

Ask Us Anything: Graduate Student Forum on a Successful Academic Journey

Sun, March 25, 6:30 to 8:30pm, Sheraton Grand Chicago, Michigan Room B

This roundtable event is geared toward graduate students at all stages. We will address crucial topics that arise during the academic journey such as publication, grant proposal writing, the job search, and strategies for work/life balance. Invited discussants will share their experiences and offer advice on a given topic at their designated table. After their presentations, discussants will open up the floor for questions and further discussion. Dinner will be provided!!

Other Meetings

North American Systemic Functional Linguistics Association (NASFLA)

OPEN MEETING

Organizer: Ruth Harman, University of Georgia

Sun, March 25, 12:30 to 1:45pm, Sheraton Grand Chicago, Mayfair Room

The NASFLA meeting will include small group discussion about dynamic new SFL research and praxis (e.g., multilingualism, educational contexts, political discourse analysis, multimodality, sociology of knowledge). Also on the agenda is discussion of The International Systemic Functional Congress (organized by Dr. Brisk and other NASFLA members) to be held in Boston in 2018 (<http://www.bc.edu/bc-web/schools/lsoe/faculty-research/ISFC.html>)

AAAL Public Affairs & Engagement Committee

OPEN MEETING

Organizer: Netta Avineri, Middlebury Institute of International Studies at Monterey

Sun, March 25, 12:30 to 1:45pm, Sheraton Grand Chicago, Michigan Room A

The Public Affairs & Engagement Committee (PAEC) is an important means by which AAAL members can bring their collective expertise to bear on issues of social importance and inform public debate by speaking to issues of social and professional relevance.

During the meeting, we will discuss the following:

1. The Committee's accomplishments since January 2017 (including position statements, newsletter articles, endorsements of other professional organizations' position statements, presentation at TESOL)
2. The Committee's plans for 2018
3. Possible future outreach activities, projects, and initiatives of interest to the general AAAL membership (e.g., position statements, endorsements, interviews, op-ed pieces, blog posts, social media outreach)

If you would like to discuss anything related to the PAEC's work please feel free to email Netta Avineri, Committee Chair (navineri@miis.edu).

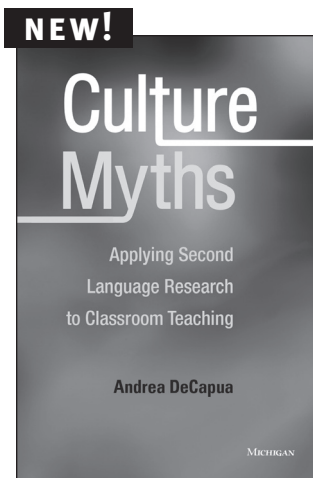
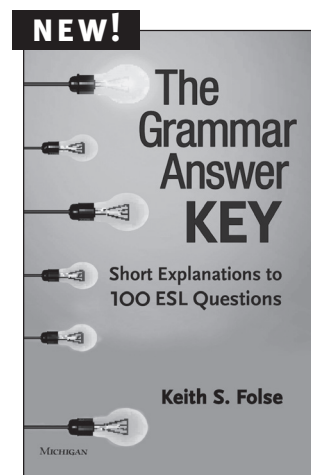
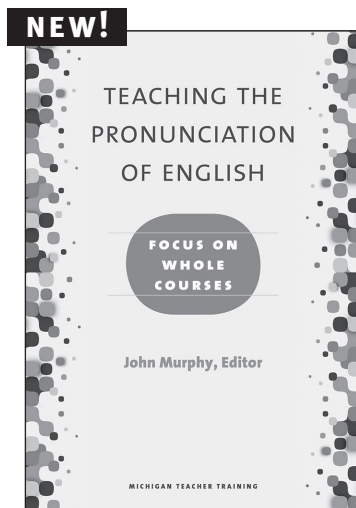
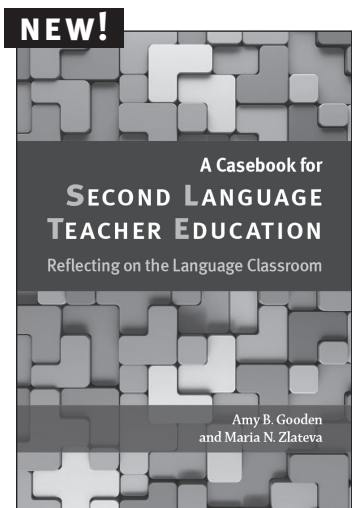
AAAL Annual Business Meeting

OPEN MEETING

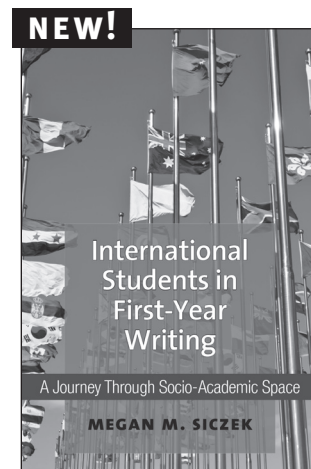
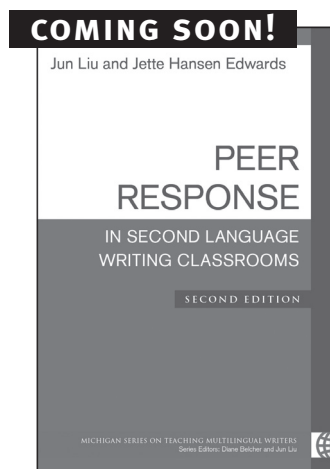
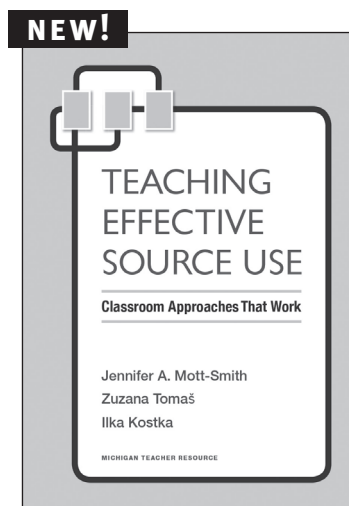
Organizer: Tim McNamara, The University of Melbourne

Mon, March 26, 12:30 to 1:45pm, Sheraton Grand Chicago, Chicago 10

This meeting is open to all AAAL members. This meeting provides an opportunity to learn about the financial health of the organization, details on the attendance and other updates of this year's annual conference, and pre-view plans for AAAL 2019 to be held in Atlanta. The meeting also provides an opportunity to discuss any issues related to the organization. *Lunch will be provided to the first 80 AAAL members who attend this meeting.*



**40% AAAL
CONFERENCE
DISCOUNT
(taxes included)**





Distinguished Scholarship and Service Award

The AAAL Distinguished Scholarship and Service Award (DSSA) recognizes and honors a distinguished scholar for her/his scholarship and service to the profession in general and to the American Association for Applied Linguistics in particular. The recipient of the 2018 DSSA is Suresh Canagarajah.

Suresh Canagarajah is Edwin Erie Sparks Professor of Applied Linguistics, English and Asian Studies at Penn State University. His recent publication *Translingual Practice* won AAAL's inaugural Book Award, in addition to the BAAL Book Prize and the MLA Shaughnessy Award. He is currently studying skilled migration in relation to neoliberal communicative policies and workplace practices. He is a former President of AAAL and editor of the *TESOL Quarterly*. Suresh had his education and started teaching in Sri Lanka, from where he was forced to flee the ethnic violence in 1994.

The award will be presented by Tim McNamara, President, AAAL, on Saturday at 4:55 pm in Chicago 6 and 7. His presentation, [Yet "Another Fucking Cancer Diary": Embracing Language Incompetence and Disability](#) will be on Monday, March 20 at 10:10 am - 11:10 am in Chicago 10. For more information on his topic, please see page 25.

Past Recipients of the DSSA Award are:

Patricia (Patsy) Duff (2017)	Claire Kramersch (2007)	Courtney Cazden (1997)
James Lantolf (2016)	Andrew Cohen (2006)	Charles Ferguson (1996)
Carol A. Chapelle (2015)	William Grabe (2005)	
Terrence Wiley (2014)	Merrill Swain (2004)	
Heidi Byrnes (2013)	G. Richard Tucker (2003)	
Elaine Tarone (2012)	Susan Gass (2002)	
Diane Larsen-Freeman (2011)	Jodi Crandall (2001)	
Lyle Bachman (2010)	Shirley Brice Heath (2000)	
Richard Schmidt (2009)	Roger Shuy (1999)	
Nancy Hornberger (2008)	Robert Kaplan (1998)	

The American Association for Applied Linguistics announces a new award in 2018, the AAAL Award for Distinguished Public Service. In bestowing this award, the association recognizes individuals outside of the field of applied linguistics – writers, journalists, politicians, lawyers, etc. – whose work (1) raises public awareness of important social issues connected to language and (2) makes exceptional contributions to promotion of multilingualism, linguistic social justice, and language-related human rights. The Award will be given annually and is not to be confused with the AAAL Distinguished Scholarship and Service Award, which is given to members of AAAL.

Criteria for eligibility for this award include but not limited to the following:

- Significance of language issues addressed by the nominee's work;
- Demonstrability of the public impact of nominee's work and community engagement (e.g., impact on language policies in education and other institutional settings);
- Attention to vulnerable and minoritized populations, such as immigrant children and indigenous language speakers; and
- Equitable engagement with communities outside academia, grassroots language activism, championing the voices of community partners, and cultivating leadership among stakeholders.

The recipients of the 2018 DPSA are the Honorable Ida K. Chen and Osvaldo Aviles.

The award will be presented by Aneta Pavlenko, on Saturday at 4:55 pm in Chicago 6 and 7. The presentation will take place on Saturday at 10:45 am prior to the presentation of the award.

AAAL Graduate Student Awards

The Graduate Student Awards (GSA) are given to graduate students who show academic accomplishment and promise and who are involved in and committed to the field of applied linguistics. The awards are made possible by the generous support of AAAL's Fund for the Future of Applied Linguistics, Multilingual Matters, Educational Testing Service and the estate of Wilga Rivers.

The 2018 Graduate Student Award winners are:

- Alexandra Martin, Wilga Rivers
- Angelica Galante, Multilingual Matters
- Hyeyoon Cho
- Jeffrey Scott Maloney
- Junichi Yagi
- Leah Carey

The award will be presented by Maricel Santos, Graduate Student Award Committee Chair, on Sunday, March 25 at 11:20 AM in Chicago 6 and 7.

AAAL Dissertation Award

The AAAL Dissertation Award acknowledges a dissertation that demonstrates research excellence, transcends narrow disciplinary fields, and has broad impact on and implications for the field of applied linguistics as a whole.

The 2018 AAAL Dissertation Award winner is Christine Muir of University of Nottingham. Muir's dissertation title is "The dynamics of intense long-term motivation in language learning: Directed motivational currents in theory and practice".

Finalists: Jaran Shin, University of Massachusetts and Nicholas Subtirelu, Georgetown University

The award will be presented by Patricia Duff on Monday, March 26 at 11:20 am in Chicago 6 and 7.

AAAL Book Award

The Book Award is AAAL's way to honor a high quality text that makes an exceptional contribution to applied linguistics as a whole or to a specific area of specialization.

Edited Book Winner: Language Policy and Political Economy

No finalists

Monograph Winner: The Invention of Monolingualism

Finalists: Emotion and Discourse in L2 Narrative Research; Metrolingualism; Usage-Based Approaches to Language Acquisition Processing

The award will be presented by Francis Hult (Book Award Committee Chair) on Saturday, March 24 at 4:55 pm in Chicago 6 and 7.

AAAL Research Article Award

The AAAL Research Article award is bestowed annually upon the author or authors of a published refereed journal article which is recognized by leaders in the field to be of outstanding quality and to hold the broadest potential impact on the advancement of applied linguistic knowledge.

The winner of this year's award is:

Schepens, J., Van der Slik, F., & Van Hout, R. (2016). L1 and L2 distance effects in learning L3 Dutch. *Language Learning*, 66, 224-256. doi:10.1111/lang.12150

The award will be presented by Lourdes Ortega on Sunday, March 25 at 5:30 pm in Chicago 6 and 7.

2017 - 2018 AAAL Leadership

Executive Committee

- President: Tim McNamara, The University of Melbourne
- First Vice President: Linda Harklau, University of Georgia
- Second Vice President: Laura Collins, Concordia University
- Immediate Past President: Kathleen M. Bailey, Middlebury Institute of International Studies at Monterey
- Secretary/Treasurer: Glenn Martinez, The Ohio State University (term ends March 2021)
- Member at Large: Peter De Costa, Michigan State University (term ends March 2018)
- Member at Large: Steven Thorne, Portland State University (term ends March 2019)
- Member at Large: Naoko Taguchi, Carnegie Mellon University (term ends March 2020)
- Ex-Officio AAA Letter Editor: Fabiola P. Ehlers-Zavala, INTO Colorado State University (term ends 2019)
- Ex-Officio Graduate Student Council Chairs:
 - Laura Hamman, University of Wisconsin-Madison
 - Mengying Liu, University of Minnesota

Standing Committees

Budget Committee

- Chair: Tim McNamara, The University of Melbourne (President)
- Linda Harklau, University of Georgia (1st Vice President)
- Laura Collins, Concordia University (2nd Vice President)
- Glenn Martinez, The Ohio State University (Secretary/Treasurer)
- Kathleen M. Bailey, Middlebury Institute of International Studies at Monterey (Immediate Past President)
- Sarah Berke, AAAL Business Office (ex officio)

FFAL Trustees

- Chair: James Lantolf, The Pennsylvania State University (term ends March 2018)
- Jo Ann (Jodi) Crandall, University of Maryland, Baltimore County (term ends March 2019)
- William Grabe, Northern Arizona University (term ends March 2020)

Nominating Committee

- Chair: Rosa Manchon, University of Murcia
- Kathleen M. Bailey, Middlebury Institute of International Studies at Monterey (ex officio, Immediate Past President)
- Heidi Byrnes, Georgetown University
- Ofelia Garcia, Graduate Center, City University of New York
- Christine Tardy, University of Arizona
- Lawrence Zhang, University of Auckland, New Zealand

Resolutions Committee

Serving until March 2018

- Chair: Scott Jarvis, Ohio University
- Kimberly Geeslin, Indiana University
- Aline Godfroid, Michigan State University
- Ute Roemer, Georgia State University

Distinguished Scholarship and Service Award Committee

- Chair: James Lantolf, The Pennsylvania State University
- Mary McGroarty, Northern Arizona University
- Junko Mori, University of Wisconsin-Madison
- Patricia Duff, University of British Columbia (ex officio: 2017 awardee)
- Kathleen Bailey, Middlebury Institute of International Studies at Monterey (ex officio: Immediate Past President)

Public Affairs and Engagement Committee

- Chair: Netta Avineri, Middlebury Institute of International Studies at Monterey (term ends March 2020)
- Joel Gomez, Center for Applied Linguistics (ex officio: President of CAL)
- Meg Malone, Georgetown University (ex officio: JNCL Representative)(term ends March 2021)
- Kathleen Bailey, Middlebury Institute of International Studies at Monterey (ex officio: Immediate Past President)
- Adam Schwartz, Oregon State University (term ends March 2020)

Graduate Student Award Committee

- Chair: Maricel Santos, San Francisco State University
- David Malinowski, Yale University Center for Language Study
- Luke Plonsky, Georgetown University
- Ali Fuad Selvi, Middle East Technical University Northern Cyprus Campus
- Zuzana Tomas, University of Utah

Book Award Committee

- Chair: Francis Hult, Lund University (appointed; term ends March 2018)
- Martha Bigelow, University of Minnesota (appointed, to be succeeded by an elected member; term ends March 2020)
- David Block, ICREA Universitat de Lleida (appointed; term ends March 2018)
- Peter De Costa, Michigan State University (elected; term ends March 2019)
- Constant Leung, King's College London (appointed; term ends March 2018)
- Stephen May, University of Auckland (appointed, to be succeeded by an elected member; term ends March 2020)
- Julie Sykes, University of Oregon (appointed; term ends March 2019)
- Steven Talmy, University of British Columbia (elected; term ends March 2019)
- Steven Thorne (Member-at-Large, Executive Committee; term ends March 2019)
- Terry Wiley, Center for Applied Linguistics (appointed; term ends March 2019)
- Wayne Wright, Purdue University (appointed, to be succeeded by an elected member; term ends March 2020)

Dissertation Award Committee

- Chair: Patricia Duff, University of British Columbia (appointed; term ends term ends March 2018)
- Diane Belcher, Georgia State University (elected; term ends March 2019)
- Karen E. Johnson, Pennsylvania State University (elected; term ends March 2019)
- Kendall King, University of Minnesota (appointed, to be succeeded by an elected member; term ends March 2019)
- Brian Paltridge, University of Sydney (appointed; term ends term ends March 2020)
- Carsten Roever, University of Melbourne (appointed; term ends term ends March 2020)
- Naoko Taguchi, Carnegie Mellon University (Member-at-Large, Executive Committee, term ends March 2020)

Research Article Award Committee

- Chair: Lourdes Ortega, Georgetown University (appointed; term expires March 2018)
- Robert DeKeyser, University of Maryland (elected; term expires March 2019)
- Sandra McKay, San Francisco State University (elected; term expires March 2019)
- Peter De Costa, Michigan State University (Member-at-Large, Executive Committee, term ends March 2018)
- Andrea Revesz, University College London (appointed; term expires March 2020)

Outreach Award Committee

- Chair: Aneta Pavlenko, University of Oslo (appointed; term expires March 2019)
- Nelson Flores, University of Pennsylvania (appointed; term expires March 2019)
- Martha Bigelow, University of Minnesota (elected; term expires March 2020)
- Christian Chun, University of Massachusetts, Boston (elected; term expires March 2020)
- Steven Thorne, Portland State University (Member-at-Large, Executive Committee; term ends March 2019)

The Graduate Student Council

- Co-Chair: Laura Hamman, University of Wisconsin - Madison
- Co-Chair: Mengying Liu, University of Minnesota
- Member at Large: Ai-Chu Ding, University of Indiana-Bloomington
- Member at Large: Rayoung Song, University of Massachusetts - Amherst
- Secretary: Michael Amory, The Pennsylvania State University

AILA

- International Committee - Glenn Martinez, The Ohio State University
- Executive Committee - Shawn Loewen, Michigan State University (Member-at-Large)

JNCL (Joint National Committee for Languages)

- Meg Malone, Georgetown University (term ends March 2021)

Cambridge University Press/Annual Review of Applied Linguistics

- Editor: Alison Mackey, Georgetown University
- 2 board-appointed editorial directors:
- Kendall King, University of Minnesota (term ends December 2018)
- Laura Collins, Concordia University (term ends December 2017)(succeeded by Shondel Nero, New York University (term ends December 2019)

AAAL Past Presidents

2016 - 2017 - Kathleen Bailey, *Middlebury Institute of International Studies at Monterey*

2015 - 2016 - Paul Kei Matsuda, *Arizona State University*

2014-2015 - Aneta Pavlenko, *Temple University*

2013-2014 - Joan Kelly Hall, *The Pennsylvania State University*

2012-2013 - Jane Zuengler, *University of Wisconsin, Madison*

2011-2012 - Suresh Canagarajah, *The Pennsylvania State University*

2010-2011 - Heidi Byrnes, *Georgetown University*

2009-2010 - Jeff Connor-Linton, *Georgetown University*

2008-2009 - Nina Spada, *OISE/University of Toronto*

2007-2008 - Kathleen Bardovi-Harlig, *Indiana University*

2006-2007 - Carol Chapelle, *Iowa State University*

2005-2006 - Richard F. Young, *University of Wisconsin*

2004-2005 - James P. Lantolf, *The Pennsylvania State University*

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 Kramersch, *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 Saviile-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*



AAAL AWARDS

The American Association for Applied Linguistics (AAAL) recognizes outstanding contributions to the field of Applied Linguistics through a variety of awards. AAAL seeks nominations for the 2019 Awards. The application deadline for all awards is June 1, 2018. Please visit www.aaal.org for more information on each award as well as the nomination process.

The Distinguished Scholarship and Service Award (DSSA)

The Distinguished Scholarship and Service Award recognizes and honors a distinguished scholar for her/his scholarship and service to the profession in general and to the American Association for Applied Linguistics in particular.

First Book Award

The AAAL First Book Award recognizes a scholar whose first book represents outstanding work in the field of applied linguistics. In bestowing this award, the association honors high quality books that make an exceptional contribution to the field as a whole or to a specific area of specialization. The First Book Award is given biennially, alternating every other year with the AAAL Book Award.

Dissertation Award

The Dissertation Award began in 2016 to acknowledge a dissertation that demonstrates research excellence, transcends narrow disciplinary fields, and has broad impact on and implications for the field of applied linguistics as a whole. Dissertations must have been completed during the previous two years.

Distinguished Public Service Award

The Distinguished Public Service Award recognizes individuals outside of the field of applied linguistics – writers, journalists, politicians, lawyers, etc. – whose work (1) raises public awareness of important social issues connected to language and (2) makes exceptional contributions to promotion of multilingualism, linguistic social justice, and language-related human rights. The Award is given annually and is not to be confused with the AAAL Distinguished Scholarship and Service Award, given to members of AAAL.

Research Article Award

The Research Article award is bestowed annually upon the author or authors of a published refereed journal article which is recognized by leaders in the field to be of outstanding quality and to hold the broadest potential impact on the advancement of applied linguistic knowledge. This is a non-cash award consisting of a certificate presented to the author (a certificate will be presented to each author, if the winner is a multi-authored article).

Save the date...

We hope to see y'all in Atlanta for the AAAL Annual Conference!



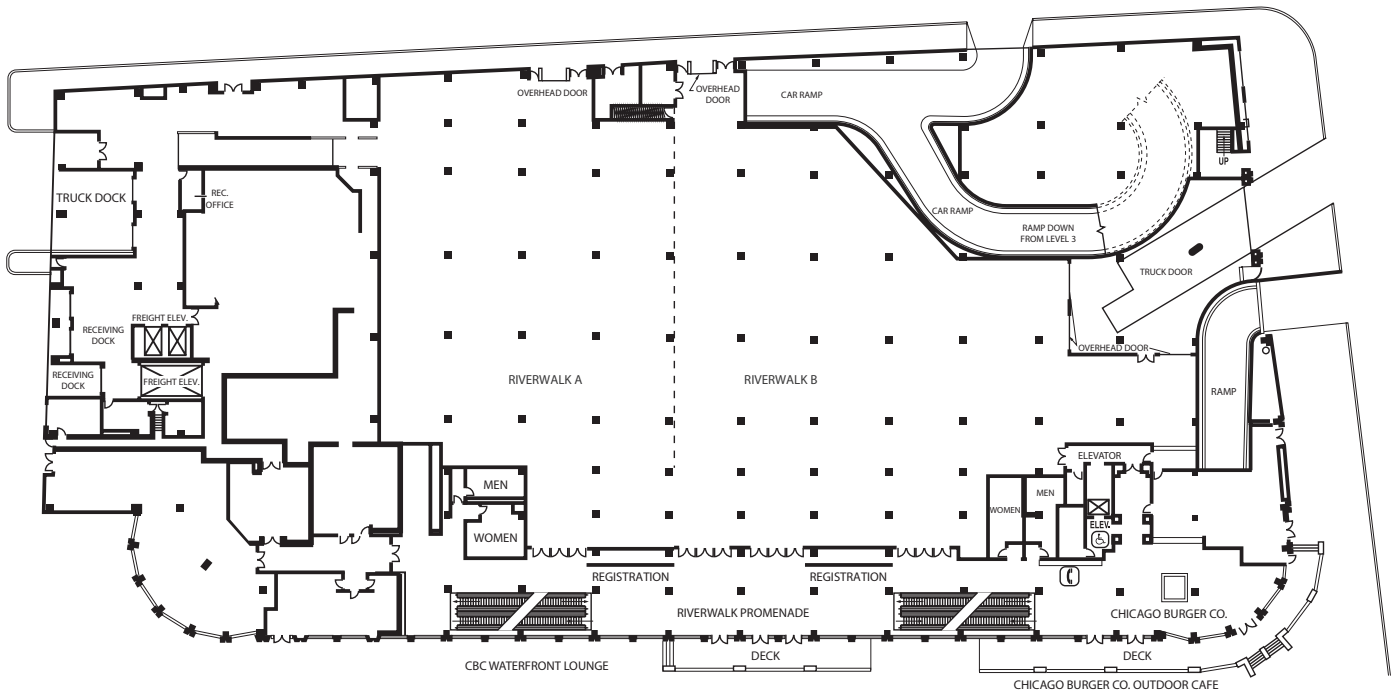
AAAL
ATLANTA 2019
SHERATON ATLANTA HOTEL - MARCH 9 - 12

Proposals accepted starting June 1, 2018

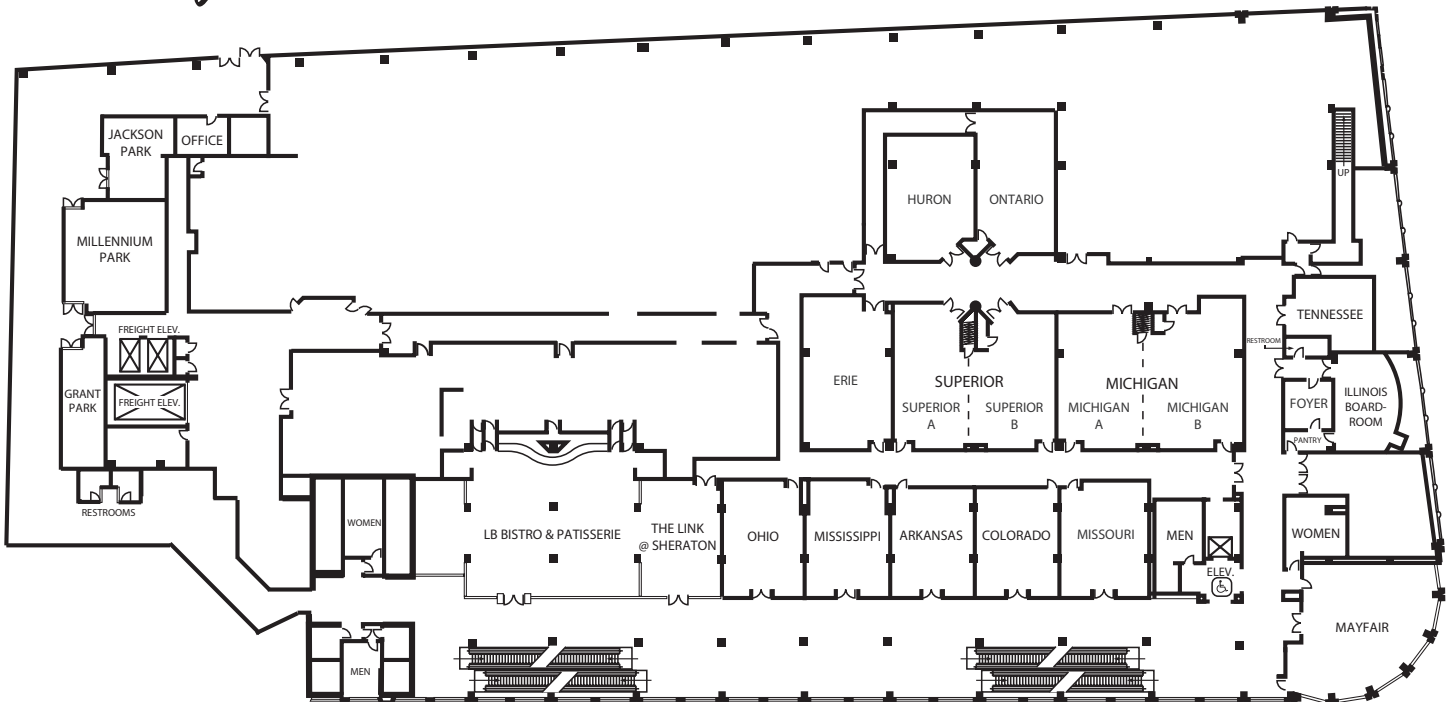
Deadline for Proposals August 20, 2018 at 4:00 pm

Map of Grand Sheraton Chicago

Riverwalk, Level 1

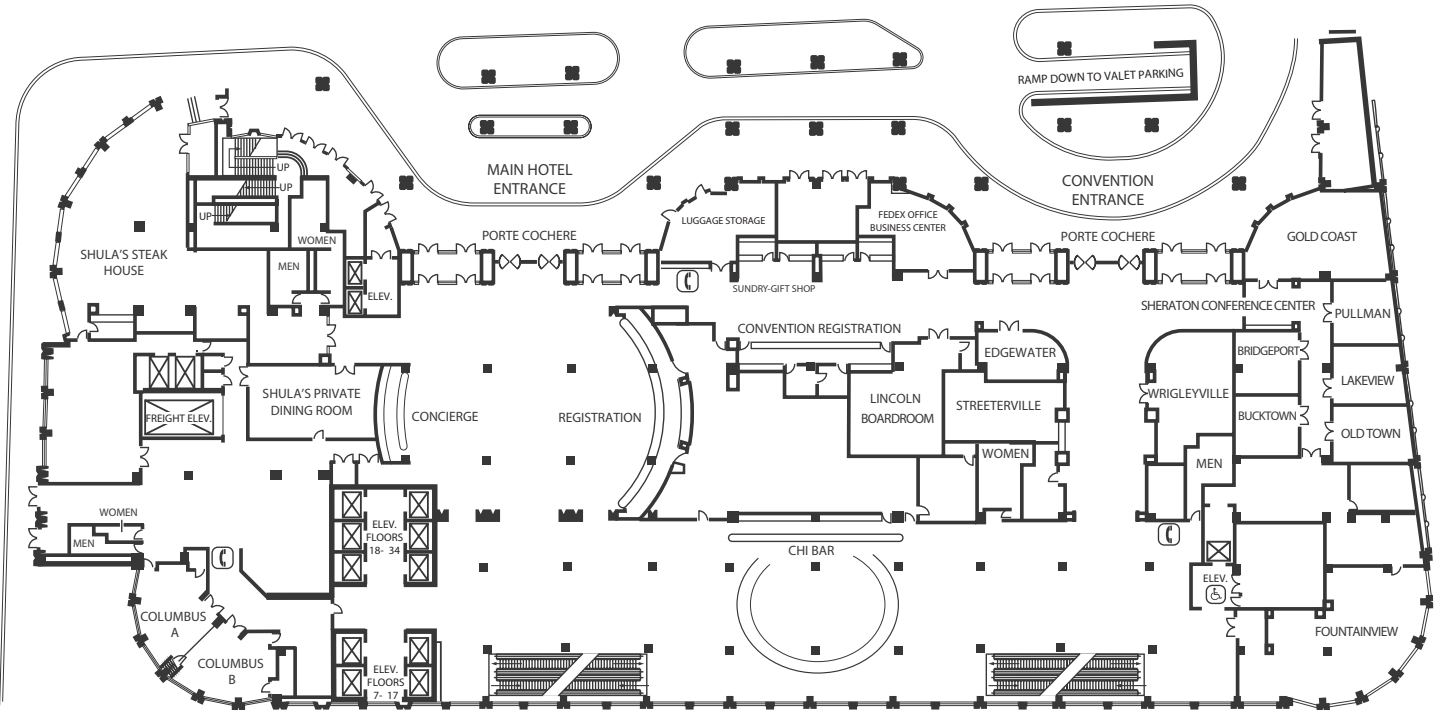


Meeting Rooms, Level 2

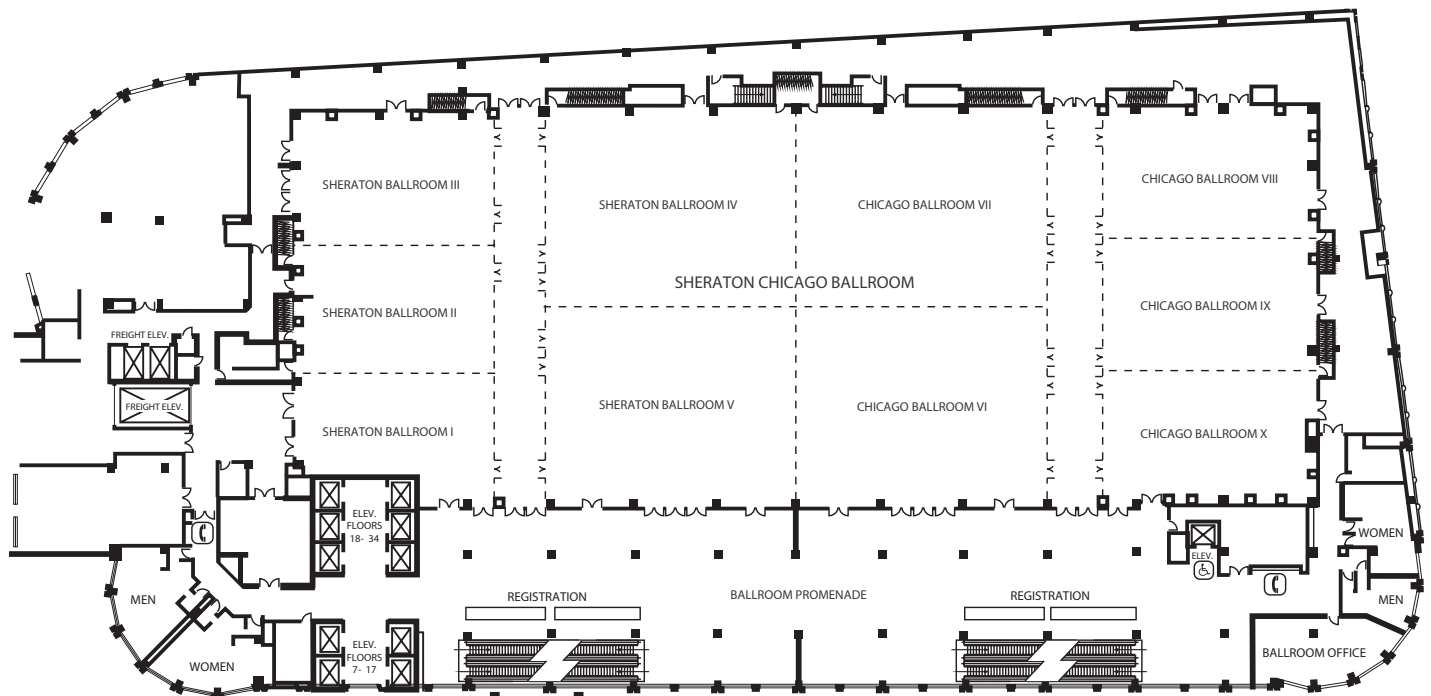


Map of Grand Sheraton Chicago

Lobby Level, Level 3



Ballroom, Level 5



Applied Linguistics – John Benjamins

