“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

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- John Benjamins: Back Cover
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....
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 Jiyoung 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.
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. Jiyoon 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

Conference Team at The University of Georgia

2018 Strand Coordinators

Analysis of Discourse and Interaction (DIS)
Elizabeth Miller, University of North Carolina Charlotte

Assessment and Evaluation (ASE)
Elvis Wagner, Temple University

Bilingual, Immersion, Heritage, and Minority Education (BIH)
Diane Tedick, University of Minnesota

Corpus Linguistics (COR)
Kristopher Kyle, University of Hawaii

Educational Linguistics (EDU)
Constant Leung, King’s College London

Language and Ideology (LID)
Theresa Catalano, University of Nebraska

Language and Technology (TEC)
Jonathon Reinhardt, University of Arizona

Language, Maintenance and Revitalization (LMR)
Kendall King, University of Minnesota

Language Planning and Policy (LPP)
Sarah Moore, Center for Applied Linguistics

Language, Cognition and Brain Research (COG)
Andrea Revesz, University College London Institute of Education

Language, Culture, Socialization, & Pragmatics (LCS)
Usree Bhattacharya, University of Georgia

Reading, Writing, and Literacy (RWL)
Mary Jane Curry, University of Rochester

Research Methodology (REM)
Patricia Duff, University of British Columbia

Second and Foreign Language Pedagogy (PED)
Angela Scarino & Michelle Kohler, University of South Australia and Flinders University

Second Language Acquisition, Language Acquisition, and Attrition (SLA)
Peter de Costa & Wenhao Diao, Michigan State University & University of Arizona

Sociolinguistics (SOC)
Thor Sawin, Middlebury Institute of International Studies at Monterey

Text Analysis (Written Discourse) (TXT)
Ruth Harman, University of Georgia

Translation and Interpretation (TRI)
Renee Jourendais, Middlebury Institute of International Studies at Monterey

Vocabulary and Lexical Studies (VOC)
Norbert Schmitt, University of Nottingham
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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.

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*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.
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• 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
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- Kees de Bot, University of Groningen
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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
9:40 am - 4:30 pm Exhibit Hall Open
9:40 am - 10:30 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
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
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8:00 am – 11:50 am Concurrent Sessions
9:00 am - 4:30 pm Exhibit Hall Open
9:30 am - 10:40 am Poster Session 2
9:40 am - 10:40 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)

MONDAY, MARCH 26, 2018
7:30 am - 4:00 pm Registration Desk Open
8:00 am – 11:15 am Concurrent Sessions
9:00 am - 4:30 pm Exhibit Hall Open
9:10 am - 10:40 pm 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
10:45 am - 11:50 am Publishing Applied Linguistics Journals: A Meeting with Journal Editors
11:20 am – 12:25 pm Morning Plenary - Eric Friginal
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1:50 pm – 5:05 pm Concurrent Sessions
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3:00 pm - 4:30 pm Poster Session 5
3:30 pm - 4:00 pm Coffee Break: Visit Poster Sessions in Exhibit Hall
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TUESDAY, MARCH 27, 2018
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9:40 am - 10:10 am Coffee Break: Visit Poster Sessions 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 Choosing a PhD Program (open meeting)
1:50 pm – 3:00 pm Concurrent Sessions
1:50 pm – 3:00 pm Closing Wine and Cheese Reception (cash bar)
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<td>Kim Potowski, The University of Illinois at Chicago</td>
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Susan Goldin-Meadow is the Beardsley Ruml 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.
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 translanguaging 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.
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.
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 Latorrilla, 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
Hiphop 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 hiphop language and African American English in the U.S. and globally.

Looking Back to Move Forward: Hiphop 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: Hiphop Lyric Writing and Performance as Social Justice
Greg Tate, Princeton University
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 a 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
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
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 conferences 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.

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!!
**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 preview 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)
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:


Distinguished Public Service Award

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.

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**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; Metrolinguism; 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.

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**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:


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
- 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


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


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

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

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

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

1993-1994 - Robert Kaplan, University of Southern California

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

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

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

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

1988-1989 - Jacquelyn Schachter, University of Southern California

1987-1988 - Susan Gass, University of Michigan

1986-1987 - Dell Hymes, University of Pennsylvania

1985-1986 - Courtney Cazden, Harvard University

1984-1985 - Braj Kachru, University of Illinois

1983-1984 - Thomas Scovel, San Francisco State University

1982-1983 - Betty Wallace Robinett, University of Minnesota

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

1980-1981 - Eugene Briere, University of Southern California

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

1978-1979 - Wilga Rivers, Harvard University
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!

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