

Bridging Contexts, Making Connections:
Fifth International Conference
on Language Teacher Education

•May 31– June 2, 2007 •

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A Message from the 2007 Language Teacher Education Conference Chair

It is with great pleasure that I welcome you all to the Fifth International Conference on Language Teacher Education (ICLTE) organized by the Center for Advanced Research on Language Teacher Education (CARLA) at the University of Minnesota.

It is difficult for me to believe that it was eight years ago that the first conference was held here, the brainchild of Bill Johnston and other teacher educators who recognized the great need for a meeting where researchers could come together to discuss the important issues in research, theory, and practice that are unique to language teacher education. It is difficult to believe because it seems like yesterday that I was at that conference feeling the excitement of having the first forum where language teacher education was THE focus of discussion. Since that time, people committed to this field have devoted great energy to this conference and have produced meaningful work that has moved the field forward. Numerous researchers from a myriad of contexts have presented at the conference and published their papers in the conference proceedings.

This year, the conference committee has strived to continue building on the wonderful tradition started eight years ago of bringing language teacher educators from diverse backgrounds together to discuss both research and practice. The theme of the conference – Bridging Contexts, Making Connections – is chosen to highlight the diverse contexts in which language teacher educators work, and how through meaningful dialogue we can learn from each other. It is very intentional that ours is an international conference and that teacher educators attending this conference work with teachers in a variety of languages in a number of diverse settings. It is through this diversity that we encounter new practices and gain new perspectives on what it means to be an effective language teacher educator.

If you have been to the conference before, you will recognize many organizational elements that have been successful in the past at creating dialogue between participants such as grouped paper sessions on Friday, discussion sessions, and hot topic tables at lunch. We have also added to the conference this year by having several invited symposia which I hope will promote even more dialogue around current issues in the field.

I encourage you to take every opportunity at this unique conference to make connections with colleagues from around the world as you discuss your own research and learn about others' research, both in presentation sessions and during less structured time. I wish you all a productive and rewarding experience and I look forward to meeting you over the next few days.

Michael E. Anderson
Conference Chair

Conference Sponsors

This conference is sponsored by the Center for Advanced Research on Language Acquisition (CARLA), one of 15 U.S. Department of Education Title VI Language Resource Centers in the country. The conference is offered in partnership with the University of Minnesota's College of Education and Human Development, the College of Liberal Arts and two USDE Title VI National Resource Centers at the University of Minnesota:

The European Studies Consortium and the Institute for Global Studies. In addition, the conference has received support from several programs and departments at the University of Minnesota. The full list of sponsors is listed below:

European Studies Consortium—through a US Department of Education
Title VI National Resource Center grant

Institute for Global Studies—through a US Department of Education
Title VI National Resource Center grant

College of Education and Human Development

College of Liberal Arts Scholarly Events Fund

Department of Curriculum and Instruction

Program in Second Languages and Cultures Education

Institute of Linguistics, English as a Second Language, and Slavic Languages and Literatures

Department of German, Scandinavian, and Dutch

Department of Spanish and Portuguese

Conference Organizers

Conference Chair

Michael Anderson, University of Minnesota

Assistant to Conference Chair

Linn Monica Nelson, CARLA

Conference Administrator

Karin Larson, CARLA

Organizing Committee

Martha Bigelow, University of Minnesota

Maggie Broner, St. Olaf College

Heidi Byrnes, Georgetown University

Tara Fortune, CARLA

Kimberly Johnson, Hamline University

Catherine Keatley, National Capital Language Resource Center

Carol Klee, University of Minnesota

Anne Lazaraton, University of Minnesota

Charlotte Melin, University of Minnesota

Constance Walker, University of Minnesota

Conference Support Staff

Liz Hellebuyck, CARLA

Kristina Simpson, CARLA

Acknowledgements

We wish to thank the following graduate students from the University of Minnesota who will be volunteering their time and energy for the conference: Bing Cheng, Michael Coggins, Larry Davis, Diane Dudzik, Tara Gibbs, Rachel Johnson, Ursula Lentz, Christine Liptak, Kristi Liu, Sara Mack, Magara Maeda, Bethany Maupin, Julie McDonald, Melissa Mendelson, Kazue Oda, and Pamela M. Wesely.

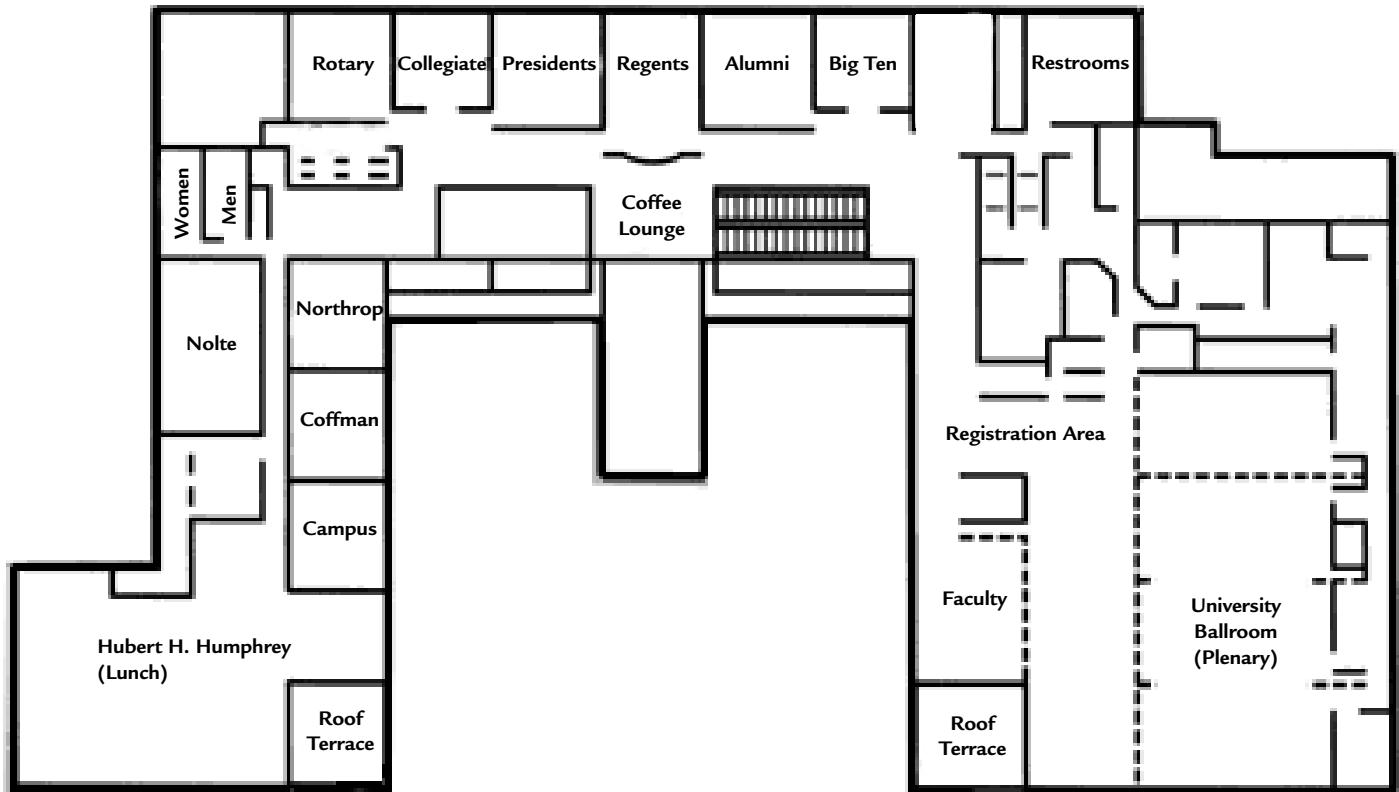
In addition to the conference organizers, we thank the following people who generously volunteered their time as readers for the abstract review process:

Wendy Allen, St. Olaf College
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Judy Sharkey, University of New Hampshire
Esther Smidt, University of Minnesota
Virginia Steinhagen, University of Minnesota
Bonnie Swierzbini, Hamline University
Karla Stone, University of Minnesota
Helga Thorson, University of Victoria

Exhibitors

Stop by our exhibitors' table to browse selected materials by the following:

University of Michigan Press
Lawrence Erlbaum, Taylor & Francis
National Capital Language Resource Center
The Center for Advanced Research on Language Acquisition
Gifts Made by Hand



All plenary sessions will be held in the University Ballroom. Presenter sessions will be held in the following rooms:

- Alumni
- Campus
- Coffman
- Collegiate
- Faculty
- Nolte
- Northrop
- Presidents
- Regents
- Rotary

Conference Themes

Theme I: The Knowledge Base of Language Teacher Education

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

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

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

Theme III: Collaborations in Language Teacher Education

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

Theme IV: Processes of Language Teacher Education

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

Bridging Contexts, Making Connections: *Fifth International Conference*

Program Overview

• Thursday, May 31 •

9 a.m.	Registration
10 a.m.–noon	Pre-conference Workshops <ul style="list-style-type: none">· Issues and Models for Technology and Teacher Development (Presidents Room)· Taking Task to Text: Exploring Text-Based Tasks in Content Based Instruction (Campus Room)· Culture Revitalization in Curriculum, Instruction, and Other Program Practices (Alumni Room)· Basics of Second Language Acquisition for Teachers (Nolte Room)
1:30-3:30 p.m.	Pre-conference Workshops <ul style="list-style-type: none">· Pro Language: On Advocating Foreign Language Study (Campus Room)· Using NCATE Standards for Program Assessment and Improvement (Presidents Room)· Commitment to Collaboration: Working with Mainstream Educators (Nolte Room)· Raising Student Language Awareness: Some Possible Strategies for the (Language) Classroom (Alumni Room)· Taking a Modular Approach to Produce Quality Chinese Language Teachers (Northrop Room)
5:00 p.m.	Conference Welcome and Opening Plenary Address University Ballroom Mike Anderson, Conference Chair, University of Minnesota Session Chair: Larry Davis, University of Minnesota Plenary Speaker: Elaine Tarone, University of Minnesota <i>Equipping Teachers to be Language Explorers</i>
6:30 p.m.	Reception/Cash Bar University Ballroom Foyer

• Friday, June 1 •

8:00 a.m.	Discussion Sessions
9:00 a.m.	Plenary Address – University Ballroom Welcome: Meredith McQuaid, Interim Associate Vice President and Dean Office of International Programs, University of Minnesota
	Session Chair: Karla Stone, University of Minnesota
	Plenary Speaker: Bernard Mohan, University of British Columbia <i>A Functional Linguistic View of Formative Classroom Assessment of Learning Through Language</i>
10:15 a.m.	Breakout Sessions
12:30 p.m.	Lunch/Exhibits
2:00 p.m.	Plenary Address – University Ballroom Session Chair: Pamela M. Weseley, University of Minnesota
	Plenary Speakers: William H. "Pila" Wilson and Keiki Kawai'ae'a University of Hawai'i Hilo <i>Language Immersion Teacher Education and Hawaiian Medium Schools: A Story of Innovation and Collaboration</i>
3:15 p.m.	Breakout Sessions
5:30 p.m.	Optional Dinner Groups

• Saturday, June 2 •

8:00 a.m.	Discussion Sessions & Paper Sessions
9:15 a.m.	Breakout Sessions: 9:15, 9:55, 10:35
11:30 a.m.	Lunch/Exhibits
1:00 p.m.	Breakout Sessions: 1:00, 1:40, 2:20
3:15 p.m.	Closing Plenary Address – University Ballroom Session Chair: Magara Maeda, University of Minnesota
	Plenary Speaker: Timothy G. Reagan, Central Connecticut State University <i>The Future of Foreign Language Educators: Are we on our way to Becoming Dodos?</i>
4:15 p.m.	Adjourn <i>Bridging Contexts, Making Connections: Fifth International Conference on Language Teacher Education</i>

Pre-conference Workshops

Thursday, May 31st

Room	Morning Workshops · 10:00 a.m.–Noon
Presidents	Issues and Models for Technology and Teacher Development Presenter: Jenise Rowekamp, University of Minnesota This workshop will explore a range of key issues involved in providing teacher development in the use of the technology for second language and culture teaching some of which are based on a special issue of the journal <i>Language Learning and Technology</i> . Participants will also examine and discuss models for creating and delivering various learning experiences in classrooms and on-line, including short sessions and workshops, semester courses, and mentoring relationships. Participants are encouraged to bring sample syllabi for courses they teach on technology and second language teaching.
Campus	Taking Task to Text: Exploring Text-Based Tasks in Content-Based Instruction Presenter: Marianna Ryshina-Pankova, George Mason University Connecting content learning with language learning is a central consideration in task-based and content-based instruction. In this workshop participants will learn how to create and use linked tasks that are text-based to enhance language learning in all modalities (particularly reading, speaking, and writing), at all levels of the language system (from the macro-level of textual organization to the micro-level of attending to lexicogrammatical selection and accuracy), and at different levels of acquisition (from beginners to advanced).
Alumni	Culture Revitalization in Curriculum, Instruction, and Other Program Practices Presenters: William H. “Pila” Wilson and Keiki Kawai’ae’ā, University of Hawaii at Hilo This unique workshop will focus on Hawaiian language revitalization through preK-12 Hawaiian language immersion schooling with supportive tertiary level language and culture teaching. Attention will be given to the stages of indigenous immersion program development from the initial interest of college age adults to the creation of preschools for their children which then develop into preK-12 programming. Participants will also learn about the many challenges in navigating school systems and sometimes conflicting community interests and strategies to address these challenges.
Nolte	Basics of Second Language Acquisition for Teachers Presenters: Maggie Broner, St. Olaf College; Elaine Tarone, University of Minnesota Teacher preparation programs often require a course on second language acquisition research. This workshop will show how such courses can minimize the traditional review of SLA theory and findings, and do more to prepare teachers to do their own local, hands-on analysis of the language of learners in their classes, applying their findings to transform their own pedagogy.

Room	Afternoon Workshops • 1:30 P.M.–3:30 P.M.
Campus	<p>Pro Language: On Advocating Foreign Language Study <i>Presenter:</i> Helene Zimmer-Loew, American Association of Teachers of German</p> <p>While some U.S. government agencies are stressing the importance of language education, many foreign language programs are being reduced or replaced. In this timely workshop, participants will review the status of foreign language study today, the benefits of learning another language personally and professionally, how to help teachers identify and convince gatekeepers to begin, retain and expand programs at all levels of instruction, develop an advocacy action plan, and share their own successful strategies.</p>
Presidents	<p>Using NCATE Standards for Program Assessment & Improvement <i>Presenters:</i> Sally Hood, University of Portland; Anja Bernardy, Kennesaw State University; Kristin Hoyt, Kennesaw State University</p> <p>The National Council for Accreditation of Teacher Education (NCATE) approved program standards for foreign language teacher and ESL teacher preparation are based on sound principles of assessment and foster performance-based accountability through evidence of candidate performance. This workshop will begin by considering the commonalities between the two sets of NCATE language teacher education program standards. Then participants will meet in separate groups to consider the particularities of the NCATE program standards for foreign language and ESL and how these standards facilitate language program evaluation through use of candidate assessment measures as evidence.</p>
Nolte	<p>Commitment to Collaboration: Working with Mainstream Educators <i>Presenters:</i> Kimberly Johnson, Hamline University; Constance Walker, University of Minnesota</p> <p>Language teacher educators are often asked to provide in-service professional development for mainstream teachers on working with English language learners. How can we best balance the awareness of the needs of learners with the needs of mainstream educators? What best practices can be gleaned from our experiences and research in language education, intercultural communication, and teacher education? The facilitators, one working in a K-12 and the other in a post-secondary setting, will highlight what they have learned about the processes of teacher development. Participants and facilitators will then collaborate to identify effective professional development practices that are learner-centered, meaningful, and contextualized.</p>
Alumni	<p>Raising Student Language Awareness: Some Possible Strategies for the (Language) Classroom <i>Presenters:</i> Timothy G. Reagan, Central Connecticut State University</p> <p>This workshop will closely examine the challenges posed by the lack of student language awareness generally in U.S. schools. Participants will delve into a number of different approaches to increasing both general language awareness and critical language awareness, and will learn how these approaches fit into the K-12 curriculum.</p>

Northrop

Taking a Modular Approach to Produce Quality Chinese Language Teachers*Presenter:* Shuhan Wang, Chinese Language Initiatives, Asia Society

Learning Chinese is the “buzz” in the media today, but just what are the needs of various pools of prospective and practicing Chinese language teachers? In this workshop, participants will discuss this key question in order to identify essential knowledge, skills, perspectives, and experiences that successful teacher candidates must possess. Participants will share their experiences and offer strategies in designing modularized teacher education models that can meet the differentiated need of pre- and in-service Chinese language teachers.

Opening Plenary Presentation

Thursday, May 31 • 5:00 p.m.

University Ballroom

Plenary Speaker: Elaine Tarone, University of Minnesota

Equipping Teachers to be Language Explorers

Explorers are problem-solvers who are well-equipped to discover and thrive in previously-unknown territory. This presentation will make the case that preparing language teachers entails equipping them with the tools of language analysis that they will need to become language explorers. Language teacher education is not a matter of merely transmitting facts to passive teacher minds; it is primarily a matter of equipping teachers to analyze language in continuously new settings so as to develop creative and effective environments for language learning.

In some teacher development textbooks and programs, the teacher's knowledge base relating to language and second language acquisition (SLA) is conceptualized as consisting of a body of facts that teachers must memorize in order to 'demonstrate learning' by repeating those facts on exams. "Here are the grammar rules of the second language: memorize them. Here are the SLA researchers and their findings: memorize them." But this way of operationalizing the language and SLA knowledge base does not provide language teachers with the ability to research and resolve new language learning issues in their classrooms. The presenter makes the case that every language teacher's knowledge base should include, not just knowledge ABOUT language and SLA, but the ability to USE this knowledge creatively to resolve learning and assessment problems, and to explore interesting questions as these arise in the local classroom. She shows an example introductory SLA class that moves beyond a survey of published research to develop teachers' abilities to examine the language learning processes of their own students and to relate their findings to pedagogical decision-making.



Elaine Tarone is the Director of the Center for Advanced Research on Language Acquisition (CARLA). She is also Professor and Head of the English as a Second Language Program in the Institute of Linguistics, English as a Second Language, and Slavic Languages and Literatures at the University of Minnesota. Professor Tarone's research publications focus on the impact of social context on learner language and second language acquisition. She has published work on interlanguage variation, learners' interactions in immersion classrooms, the communication strategies used by second language learners, language play, and genre analysis. She is a recipient of the College of Liberal Arts Distinguished Teaching Award, and the University of Minnesota Award for Outstanding Contributions to Postbaccalaureate, Graduate, and Professional Education.

**Conference Reception
6:30 p.m.
Radisson Foyer (outside of University Ballroom)**

A Note on Conference Format

Friday Breakout Sessions

One of the continuing goals of this conference is to encourage conversation across disciplinary, institutional, and national boundaries. With this goal in mind, on Friday, we have grouped papers according to topic. We have asked each session chair to organize their session so that the three presentations follow one another *without* stopping for questions. Each presenter will be allowed 25 minutes. The last thirty minutes of each session will then be available for a conversation among presenters and the audience. Given such an arrangement, it is particularly important that audience members conceive of each session as an organic whole. Therefore, our request is that you remain in the Friday sessions through all three papers. We feel that this format provides conference presenters and participants an opportunity to engage in extended discussion on a particular topic.

Below is a brief summary of what you can expect at the four different presentation formats.

Friday Paper Sessions

A paper involves a 25-minute presentation. Two to three papers will be grouped together, followed by 30 minutes of questions and discussion on all of the papers presented.

Saturday Paper Sessions

A paper involves a single 25-minute presentation followed by a 10-minute discussion.

Discussion Sessions

These sessions function like small group/round-table discussions. They will begin with a short (10-15 minute) presentation, then have 35-40 minutes of discussion moderated by the presenter.

Symposium Sessions

A symposium has a group of 3-5 individuals presenting from a variety of perspectives on a single topic. Presentation time is limited to one to one and a half hours so that at a minimum a half hour of the session is devoted to extended dialogue.

Program-at-a-Glance*

FRIDAY, JUNE 1			
ROOM	• Morning Presentations •		
	8:00 a.m. - 8:55 a.m.		
Alumni	Tyler		
Faculty	Lybeck, Drescher		
Nolte	Newman		
Presidents	Reynolds, Cummings		
Regents	Mabbott		
Rotary	Yuan, Nelson		
Collegiate	Bearse		
Campus	Culp		
Coffman			
Northrop			
10:15 a.m. - 12:15 p.m.			
Campus	Alkhawaldeh	Larsen, Krase	González, Sierra
Coffman	Cavour	Hillyard	Gonçalves
Collegiate	Boudreaux	Curran	Brogden
Nolte	Cordoba, Araya	Walls	Kovacevic
Northrop	McInnes	Tsai	Pu
Presidents	Pellerin	Sali	Labov
Rotary	Polio, Gass	McCormack, Ediger	Taguchi
Alumni	Walker, Edstam, Stone (symposium)		
Regents	Dogancay-Aktuna, Hardman, LaFond (symposium)		
Faculty	Bigelow, Klein, Opsahl, Sercu, Wesely (symposium)		
SATURDAY, JUNE 2			
ROOM	• Morning Presentations •		
	8:00 a.m. - 8:55 a.m.		
Reynolds, Conroy, Cummings			
Lawrence, Gagne			
Robison			
Davis, Vogel			
Smolcic, Ingerman			
Anderson, Stone (8:00-8:35 a.m.)			
Davis (8:00-8:35 a.m.)			
Aguilar (8:00-8:35 a.m.)			
Harrison (8:00-8:35 a.m.)			
Kulavuz-Onal (8:00-8:35 a.m.)			
9:15-9:50 am	9:55-10:30 am	10:35-11:10 am	
Eltorie	Lemus, Fonseca, White	Ryshina-Pankova	
Sandrock	Kagan, Dillon	Kim	
Torres	Garatti	Bateman	
Burns-Hoffman	Gordon	Hastings	
Carlo	Murphy	Brown	
Hoffman, Drescher	Warhol	Shook	
Burt, Schaetzel	Keranen, Encinas	Tracy-Ventura	
Cohen	Oda	Hermes, Cohen	
Dubetz	Reynolds, Gable	Jones-Vo, Fairbarin	
Johnson, Kawai'ae'a, Samimy, Park, Leeman, Kamhi-Stein (symposium)			

• Afternoon Presentations •			
ROOM	3:15 p.m. - 5:15 p.m.		
	1:00-1:35 pm 1:40 - 2:15 pm 2:20-2:55 pm		
Campus	Koc	Carpenter, Minnici	Diab
Coffman	Parrish, Heinze	Griffith, Lim	Siekman, Marlow, Parker Webster
Collegiate	Xiao	Ishihara	Andrews
Nolte	Chamberlin-Quinlinsk	Park	Li
Northrop	Kearney	Espe-Och	Dunn, Ogilvie
Presidents	Vásquez, Urzua	Hardman	Liaw
Rotary	Ranney	Dahlman	Maddux, Flaitz
Alumni	Bey, Dudney, Edwards, Long, Singh (symposium)		
Regents	Crandall, Avendano, Nelson, Shin (symposium)		
Faculty	Morgan, Clarke, Johnston, Tellez (symposium)		
Siskin	Labov	Turkan	
Mir	El-Ebyary	Goulah	
Lo, Chao	Dudzik	Hatano	
Gulten	Rounds, Hopper-Moore	Walker	
Drescher, Schomberg	Coles-Ritchie	Peercy	
Clarke, Tsung	Hildebrandt, Eom	Jourdain	
Merc	Lim, Griffith	Ogilvie	
Tellez	Parks	Borba	
Quinn Allen	Carroll	Faez	
Tedick, Fortune, Crandall, Hoare, Kong, Cammarata (symposium)			

* The Program-at-a-Glance does not list pre-conference workshops or plenary sessions.

Alumni

Sociopolitical Contexts and Attitudes of Inquiry: Implications for Teacher Education
Jo Tyler, University of Mary Washington

How can language teacher education promote attitudes of inquiry to enable practitioners to break the boundaries of their commercial, sociopolitical and institutional contexts in order to bridge the gap between theory and practice? This discussion session aims to develop curriculum recommendations for six core areas of language teacher education.

Campus

Mentoring Programs for New Teachers: How to Keep Them Teaching!

Richard Culp, Fairfax County Public Schools

Statistics say that over 50% of the new teachers who enter classrooms this fall will not be there five years later. What can we do to change that? This discussion will present effective mentoring programs that help retain good teachers and provide participants the opportunity to share ideas of their own.

Collegiate

A Journey from World Language to Spanish TWI Instruction

Carol Bearse, Toru College, Lander Center for Educational Research

This discussion will focus on how to develop teaching practices that encourage Spanish World Language teachers in their growth as TWI teachers in a middle school program, Grades 7 and 8. It describes a collaboration between the Bilingual/ESL Curriculum specialist and the seventh and eighth grade TWI teachers.

Faculty

Bridging the Theory and Practice Divide: In-Service Teacher Perspectives

Karen Lybeck and Nancy Drescher, Minnesota State University, Mankato

This research was designed to investigate how in-service ESL teachers across Southern MN use their theoretical knowledge base to inform their actual teaching practices. During the session, we will present the results of a survey used to obtain this information and discuss how the feedback should inform our own practice.

Nolte

Meeting Transnational Challenges to Professional Development in a Globalizing World

Karen Newman, The Ohio State University

The challenge to meet the needs of teachers in newly emerging nations, third world and ascendant economies provides unique opportunities to investigate and address these needs. Examples from Afghanistan, Africa, China, Korea, the Middle East, Central Asia, and Europe are discussed; audience participates through focus groups and scenarios.

Room	Friday Morning · Discussion Sessions · 8:00 a.m.–8:55 a.m.
Presidents	<p>Mediating FL & SL Teacher Education Methods <i>Kate Mastruserio Reynolds and Anne Cummings, The University of Wisconsin–Eau Claire</i> To develop a dialogue between Foreign Language and Second Language educators, this session will present a systematic way of viewing the similarities and differences in FL and SL. Through a dynamic discussion participants will analyze the needs of each population and examine issues and areas for collaboration.</p>
Regents	<p>Program Assessment Based on TESOL Teacher Standards <i>Ann Mabbott, Hamline University</i> Learn how to do a language teacher education program evaluation that is standards and research based. Using TESOL teacher standards, the presenter will share examples of assessments used to determine whether teaching candidates are able to meet performance standards. She will show how data was collected, aggregated, analyzed and subsequently used for program improvement.</p>
Rotary	<p>The Neglected Experiential Knowledge: Promoting “Knowing-in Action” to Become a Teacher Researcher <i>Rong Yuan and Ronald Nelson, Defense Language Institute Foreign Language Center</i> More value is attached to “received knowledge” than “experiential knowledge.” The presenters will focus on the latter type of knowledge by providing techniques for the formation of research questions, data collection/triangulation, data analysis, and the interpretation of findings. Finally, the importance of experiential knowledge in teacher education will be discussed.</p> <hr/>

Friday Morning, June 1
Plenary Presentation
Plenary Speaker: Bernard Mohan, University of British Columbia
9:00 a.m.
University Ballroom

Plenary Presentation

Friday, June 1 • 9:00 A.M.
University Ballroom

Plenary Speaker: Bernard Mohan, University of British Columbia

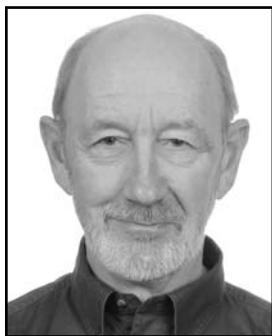
A Functional Linguistic View of Formative Classroom Assessment of Learning Through Language

Summative assessment ('assessment of learning') is generally used to assign a grade to a student's work. Formative assessment ('assessment for learning') is generally used to help a student learn. Formative classroom assessment is becoming increasingly recognised as a vitally strategic area of research and policy, because teachers and students communicate immediately about learning. Its local, intuitively co-constructed, contextual and textual qualities raise conceptual and methodological issues which go considerably beyond the theories and practices of established language assessment research.

"... language is not only the primary means by which a person learns *but also the primary evidence we have for judging what that person has learned...*" [my italics] (Halliday, 1988:1). Yet established language assessment research fails to recognise this. In the US, content-based language learning for ESL learners is mandated policy, but, quite remarkably, content-based language assessment is largely absent both in practice and in theory.

We see discourse functionally as a construct of meaning and wording (i.e. of 'content' and language), and we will argue that good quality formative assessment requires the discourse evaluation of students' reasoned, informed and principled choices. We will explore: how teachers and students can functionally co-construct formative evaluations which address both meaning and wording in text (Mohan & Beckett, 2003); how they can support the processes of student decision-making leading to student answers (Leung & Mohan, 2004); how they can functionally relate formative tasks and subject matter 'intertextually' (Mohan & Slater, 2006); and how teachers can provide appropriate contexts for relating learning language, learning about language and learning through language (Mohan & Slater, 2005).

Implications for teacher education and teacher action research include observing these intuitive formative assessment practices in classroom data, exploring teachers' and learners' espoused theories and theories-in-action, and consciously constructing quality formative classroom assessment.



Bernard Mohan has worked and taught at universities in Britain, the United States and Canada. His doctorate is in functional linguistics, he has taught in the measurement and evaluation section of an Educational Psychology department, and he is an Emeritus Professor in The Department of Language and Literacy at the University of British Columbia. He is Chair of the North American Systemic Functional Linguistics Association (ISFLA). He has a long-standing interest in the themes of language as a medium of learning, and the relation of language and meaning (i.e. language and content) in first and second language learning, and has explored their significance in classroom research. He believes that these themes are so much a part of our students' lives that they are usually taken for granted and it is often only when we consider challenging issues like assessment that the complexity of these themes becomes apparent, and we can see the importance they can have in learners' lives.

Friday Morning, June 1
10:15 a.m. - 12:15 p.m.
Symposia and Grouped Paper Sessions

Room	Friday Morning • Symposia • 10:15 a.m.– 12:15 p.m.
Alumni	<p>Schools as a Locus of Change: Towards Purposeful Professional Development</p> <p><i>Constance Walker, University of Minnesota</i> <i>Tina Edstam, University of Minnesota</i> <i>Karla Stone, University of Minnesota</i></p> <p>This presentation will explore how sustained, long-term and teacher-driven professional development effects teacher beliefs and practices related to instruction of English language learners. We will present a case study of a school that worked within a collaborative field-based and team-centered model to enhance professional development with a goal toward improving learning outcomes.</p> <p>Four school-based teams (urban, rural, suburban) consisting of paraprofessionals, ELL teachers, and mainstream teachers met regularly within their school teams and across schools to address site-specific issues related to curriculum, instruction, and assessment.</p> <p>Data from a focal school will illustrate the process through which one team was able to make significant and comprehensive changes in classroom practice and personal growth. Teacher voices were reflected in multiple data sources and their concerns were indicative of their professional perspective and role within the school setting.</p> <p>By examining challenges to most effectively serving ELL student populations, and finding workable solutions to these challenges, positive outcomes at several levels were evident: changes in individual knowledge and practice, school-site integration of ELL students into grade level expectations, and most importantly, the impact of a unique school culture on the possibility of change.</p>

Faculty

Invited Symposium**The Pedagogy of (Re)presenting Culture in Foreign Language Classes***Martha Bigelow, University of Minnesota**Francine Klein, University of Wisconsin, La Crosse**Lora Opsahl, Breck School, Minnesota**Lies Sercu, University of Leuven, Belgium**Pamela M. Wesely, University of Minnesota, Breck School, Minnesota*

The papers in this symposium will present data about how teachers treat and teach culture in their classes. Issues about if and how teachers transform, empower and challenge their students to think about culture through critical, personal and local lenses will be explored. The purpose of the symposium is to envision practices in teacher education that work against essentializing or objectifying cultures and for the development of students' ability to understand and explore difference and social justice outside the classroom.

Lies Sercu: "Scaffolding intercultural learning: Do EFL teachers make it happen?"

This paper focuses on EFL teachers' beliefs regarding culture teaching and the extent to which teachers' perceptions of their practice reflect constructivist teaching approaches. Data will be presented about teachers' perceptions of their students' understanding of foreign cultures and teaching approaches that contribute to independent culture learning skills.

Martha Bigelow, Pamela M. Wesely, Lora Opsahl: "Teaching culture for social justice in K-12 foreign languages classes"

This paper explores how teachers in a K-12 language department experience a school-wide, sustained professional development program designed to integrate multicultural curriculum across all disciplines. Data reveal that the initiative challenged and affirmed teachers in multiple ways, particularly in terms of what "culture" can be in a FL curriculum

Francine Klein: "Culture learning in the foreign language classroom: A path towards social awareness and understanding"

Students are typically taught about cultural differences without being provided with a means to process difference or develop critical cultural awareness. Data from a study of FL classrooms will identify beliefs and practices crucial to making the FL classroom a place where culture learning can lead to empowerment and action.

Regents**When the Word Becomes the Way: Linguistic Theory in TESL***Seran Dogancay-Aktuna, Southern Illinois University Edwardsville**Joel Hardman, Southern Illinois University Edwardsville**Larry LaFond, Southern Illinois University Edwardsville*

Drawing upon a review of current studies, teacher observations, and their research on teachers' beliefs, presenters in this symposium discuss the role of linguistic training in the classroom practices of ESL teachers and explore possible implications for future TESOL teacher education.

Larry LaFond will discuss several aspects of the current debate over the place of linguistic theory in the training of TESOL teachers, focusing on the nature of expertise in language teaching and several recent proposals regarding what types of training and experience may lead to the development of that expertise.

Seran Dogancay-Aktuna will present survey findings on the perceptions of TESL trainees and alumni regarding the value of components of linguistic knowledge and skills gained in their theory-oriented coursework for their classroom practice. She will also outline survey participants' suggestions for linking linguistic theory with pedagogy within MA TESL programs.

Joel Hardman will discuss how the challenge of helping teachers integrate the worlds of 'knowledge/theory' and 'experience/practice' can be met with the practice of Narrative Inquiry (NI). He will present the intellectual history behind NI, review how it works, and discuss examples of its variety of uses in teacher education.

The three presenters will share some ideas for facilitating theory-practice connection in TESL programs and will pose some questions for audience discussion on the integration of linguistic training into TESL teacher education curricula.

Room	Friday Morning · Grouped Paper Sessions · 10:15 a.m.–12:15 p.m.
Campus	<p>Towards a Partnership between University of Jordan and Ministry of Education in Language/ Teacher Education <i>Ahmad Alkhawaldeh, University of Jordan, Jordan</i></p> <p>This paper discusses the potential for a partnership between the University of Jordan and the Ministry of Education in language/teacher education. It presents the strengths that may promote it and the weaknesses that may hinder it. It also sets the proposed model in international and national directions in the sphere of language teacher education. The suggested model is also presented and discussed.</p> <p>Opening the Door to International TESOL Partnerships <i>Ditlev Larsen, Winona State University</i> <i>Ethan Krase, Winona State University</i></p> <p>This presentation examines the benefits of creating international teacher education partnerships with a particular focus on Master's programs in TESOL. Topics discussed include the challenges of such partnerships at institutional, curricular, and individual levels. The presenters conclude with recommendations for building partnerships between U.S. TESOL programs and international institutions.</p> <p>Intramural University Faculty Collaboration to Teach Language and Content <i>Adriana González, School of Languages, Colombia</i> <i>Nelly Sierra, School of Languages, Colombia</i></p> <p>This paper reports the findings of a case study aimed at promoting intramural university collaboration to teach content-based courses in an EFL context. The successes and failures in the experience will focus on issues such as equality of status, tensions, leadership, university faculty development, and interplay of language faculty roles.</p> <p>Session Chair: Bill Johnston</p> <hr/> <p>The Effects of ACTFL/NCATE Standards on Teacher Education Programs <i>Isabel Cavour, University of Dayton</i></p> <p>The ACTFL/NCATE program standards for the Preparation of Foreign language Teachers (2002), have affected our programs and visions of teacher preparation. This session intends to open discussion on the effects this accreditation process has had on Teacher Education programs. While many educators advocate them, others question their effects. Their arguments will be exposed and discussed.</p> <p>Examining Teachers' Perceptions of the Structured English Immersion (SEI) Requirement <i>Lindsey Hillyard, Northern Arizona University</i></p> <p>In this session, I will present findings from survey data (collected from four Arizona districts) measuring teachers' perceptions of the impact of Arizona's Structured English Immersion (SEI) requirement on their instructional practices. Relationships between teachers' beliefs, backgrounds, professional contexts, and their approaches to teaching ELLs will also be discussed.</p>

Professional Knowledge in Language Education: (Re)Constructing Beliefs of In-Service Teachers*Maria Lurdes Gonçalves, University of Aveiro, Portugal*

We'll discuss the knowledge base for language teachers towards plurilingualism and respect for language diversity within an education programme for in-service teachers. Focus will be set on teachers' discourse throughout the education programme in what concerns their professional and personal practice of plurilingualism.

Session Chair: Stella Kong**Collegiate****Planning for Content AND Language in the Immersion Classroom***Nicole Boudreaux, Lafayette Parish School System*

Immersion teachers faced with increasing demands in academics, plan for content instruction and often forget that they are language teachers as well. This presentation explores explicit planning strategies for teachers to address L2 at the same time as content learning, consciously and purposefully (Authentic lesson plan samples and video clips).

Identity and Second Language Acquisition: What Teachers Need to Know
Mary Curran, Rutgers, The State University of New Jersey

In this presentation, the author explains how understanding the important role of identity in the second language acquisition process can be incorporated into teacher training activities. The author will provide a theoretical rationale, describe teacher education activities she has designed, and share examples of pre-service teachers' work.

Code Switching: Negotiating Bilingualism in Immersion (Teacher) Education*Lace Marie Brogden, University of Regina, Canada*

Using autoethnographic narratives, this paper queries linguistic performances in immersion contexts. Drawing on narrative fragments as research "data," I query instances of enacted linguistic identities, connecting the practice of code switching (and the use of immersion and maternal languages in the quotidian) to the praxis of language teacher education.

Session Chair: Carol Klee**Nolte****English Teachers' Knowledge in Costa Rican Rural High Schools***Gustavo Cordoba, Universidad de Costa Rica, Sede de Occidente, Costa Rica**Karla Araya, Universidad de Costa Rica, Sede del Pacífico, Costa Rica*

This work results from a research applied to six EFL teachers in three Costa Rican rural high schools. The objective is to present a series of findings shedding light on how English teachers' knowledge reinforces non-democratic practices due to lack of language contextualization, a huge concern for language form and correctness.

Exploring Identity: Stories of Teachers Working in Community-Based ESL Programs*Kristen Walls, Indiana University*

This ethnographic study explores teachers' identity formation in an under-researched yet prevalent context for language teaching: community-based adult ESL programs. I consider how teachers shape and are shaped by their teaching contexts, how they make meaning of their work, and how they situate themselves in the language teaching profession.

Social and Political Changes in Serbia and their Impact on English Language Teacher Education*Jelena Kovacevic, The Institute for Foreign Languages, Belgrade, Serbia*

This paper looks into the extent to which the English learning/teaching situation in Serbia is affected by the social, political and economic changes that the country has been exposed to in the last 10 -15 years and how those changes have shaped not only the needs and motives of the English language learners but also the profile of the learners themselves and accordingly the content of the English language teacher education.

Session Chair: Maggie Broner**What Second Language Learners Need to Know When Teaching Ojibwe***Brian McInnes, University of Minnesota Duluth*

Increasingly, teaching positions for indigenous languages are being filled by second language learners. In addition to knowledge of grammar and pedagogy, the teaching of an indigenous language presents a number of unique ethnolinguistic considerations. This paper describes some of what a second language learner needs to know when teaching Ojibwe.

Teacher Development in the Context of Team Teaching*Jui-min Tsai, The Ohio State University*

Team teaching in EFL contexts, featuring its collaborative effort of native and nonnative English teachers, can serve as an effective means of teacher development. This paper presents contributions that team teaching makes on teachers' ongoing growth. Additionally, the nature and opportunities of teacher learning are analyzed from a sociocultural perspective.

Comparison of Beliefs and Behaviors of West-Trained and East-Trained Chinese EFL Teachers*Hong Pu, Indiana University*

The purpose of the study is to compare the beliefs and classroom practices between a Chinese college EFL teacher trained in the west and one trained in China and to explore whether language teacher training programs can promote teacher change and what these changes might be.

Session Chair: Charlotte Melin

Presidents

Dialogic (SSS) Model for Language Teacher Preparation*Martine Pellerin, University of Calgary, Canada*

Language teacher preparation needs to promote a move away from a process of transmission of knowledge to an inquiry-based understanding of learning that focuses on social interaction, hypothesis testing, problem solving and dialogic inquiry. The model suggests a more dialogic and critical mode of meaning-making and construction of knowledge.

Novice EFL Teachers: What Are Their Difficulties and Support Needs?*Pinar Sali, Anadolu University, Turkey*

The present study aims to identify the difficulties and support needs of novice EFL teachers. The findings seem to call for a need to reflect on pre-service and in-service language teacher education within the context of the present study and to plan and implement professional assistance schemes for novice teachers.

Reexamining Second Language Teacher Education Models*Joanna Labov, Teachers College*

Second language teacher educators in Masters degree programs use a variety of models when instructing their students how to teach second language learners. An experienced teacher educator of TESOL Masters degree students presents an analysis of her use of several teacher education models to teach future ESL teachers.

Session Chair: Kate Reynolds

Rotary

Getting Students to Talk: Preservice Teacher Intervention and Learner Output*Charlene Polio, Michigan State University**Susan Gass, Michigan State University*

This study demonstrates that a brief intervention activity with preservice teachers resulted in more learner output in a dyadic information gap activity. The intervention, however, hindered task completion showing that interaction patterns that facilitate SLA may be at odds with efficient task completion.

Lexicogrammatical Knowledge Base Requirements in ESL Teacher Education*Bede McCormack, Hunter College, City University of New York**Anne Ediger, Hunter College, City University of New York*

This paper reports on data collected from 60 novice ESL teachers' analysis of errors in learners' written work that indicate patterns of misunderstanding in their lexicogrammatical knowledge. These results lead us to suggest pedagogical implications for feedback effectiveness and make recommendations for ESL teacher preparation.

Practice and Outcome: Implementation of Chunk-Learning in a Japanese as a Foreign Language Classroom*Naoko Taguchi, Carnegie Mellon University*

This paper describes how beliefs of coordinators in a Japanese language program, motivated by SLA theories of chunk learning, are manifested in teaching methodologies. The paper also examined the effectiveness of the program by examining the extent to which students reproduced and applied learned chunks in spontaneous, meaningful communication.

Session Chair: Anne Lazaraton

Friday Afternoon, June 1**12:30 p.m.–2:00 p.m.****Lunch****Hubert Humphrey Ballroom****Exhibits****Registration Area**

Friday Lunch Hot Topics

During lunch on Friday, participants will have the opportunity to join tables focused on specific “Hot Topics” in the field of language teacher education. Below is a list of topics that were recommended by participants for informal lunch discussions. Choose a topic that interests you and sit at that table for lunch!

- Content-Based Instruction
- Evolving Role of K-12 ESL Teacher
- K-16 Cooperation
- ESL Working with Mainstream Teachers
- Study Abroad
- Increasing Student Use of Target Language Outside of Classroom
- Heritage Language Education
- Writing Centers in Language Education
- Language Teacher Identity and LTE
- Professional Development and Teacher Retention
- Supervision and Mentoring
- Program Administration
- Partnerships in LTE
- Literacy for ELLs
- Teacher Standards for Foreign Language Instructors
- Teachers’ Professional Knowledge and Belief
- Content Area Assessment for Low Proficiency ELLS
- Culture and Language Teaching
- How Can a Second Language be Reinforced at Home?
- Language Acquisition
- Intercultural Communication Learning and Teacher Education
- Teacher Performance Evaluation
- Technology in LTE
- Advocacy for Foreign Language Education
- Preparing Teachers to Teach LCTLs
- Preparing Teachers for Immersion Education
- Sociopolitical Concerns in Teacher Education
- Assessment for Early Ages

Plenary Presentation

Friday, June 1 • 2:00 p.m.
University Ballroom

**Plenary Speakers: William H. "Pila" Wilson and Keiki Kawai'ae'a
University of Hawai'i at Hilo**

Language Immersion Teacher Education and Hawaiian Medium Schools: A Story of Innovation and Collaboration

Hawai'i is the only state in the United States that has designated a native language, Hawaiian, as one of its two official state languages. The Kahuawaiola Indigenous Teacher Education Program is a three-semester post-baccalaureate program, delivered primarily through the medium of Hawaiian, specifically designed to prepare *Mauli Ola Hawai'i* (Hawaiian identity nurturing) teachers of the highest quality to teach in Hawaiian language medium schools, Hawaiian language and culture programs in English medium schools, and schools serving students with a strong Hawaiian cultural background.

Based on the Hawaiian concepts *Ma ka hana ka 'ike* (Knowledge comes from direct experience), and *Ma mua ka hana, ma hope ka wala'au* (Direct experience comes first, discussion comes second), Kahuawaiola places a high value on on-site learning and practicum experience with high performance outcomes. Academics are integrated in a spiraling sequence and holistic indigenous approach utilizing the classrooms and outside environment for a balance of theory and applied learning situations. The four areas of teacher preparation throughout the program include, 1) Hawaiian language, culture, and values; 2) pedagogical skills; 3) knowledge of content; and 4) development of professional qualities.

This presentation provides information on the story of Hawaiian language revitalization through pre K-12 Hawaiian language immersion schooling with supportive tertiary level language and culture teaching and teacher development. The information provided is geared toward language teacher educators, teachers, community members, students, and linguists involved with Native American languages as well as others with an interest in the model. Attention will be given to the stages of indigenous immersion program development from initial interest of young college age adults to the creation of preschools for their children which then develop into pre K-12 programming. The many challenges in navigating school systems and sometimes conflicting community interests will be discussed with suggestions for addressing them.



Dr. William H. Wilson (Pila) is founding chairperson of the program that developed into what is now the state of Hawai'i's Hawaiian language college at the University of Hawai'i at Hilo. The college is conducted through Hawaiian and serves approximately 120 majors per year. It also includes a Hawaiian medium P-12 laboratory school. Wilson's family along with that of Keiki Kawai'ae'a were key players in reestablishing schools in Hawaiian after such schools had been banned for 90 years. He has written the proposal for every program in the college from its initial B.A. through to its current Ph.D. Originally a translator of Hawaiian language legal documents, Wilson has been very active in developing legislation both on the state and national levels in support of the use of Native American languages in education.

Keiki Kawai'ae'a is the founder and director of the Kahuawaiola Indigenous Teacher Education Program, the first teacher education program taught entirely in a Native American language. The Kawai'ae'a family along with that of Pila Wilson were key players in reestablishing schools in Hawaiian after such schools had been banned for 90 years. Keiki began her career as an elementary teacher of Hawaiian language and culture in a private English medium school for Hawaiians. She left that position to open the first Hawaiian immersion school on her family's ancestral island of Maui. She was recruited in 1989 to the University of Hawai'i at Hilo to run the then newly established Hale Kuamo'o, the state's center for the Hawaiian language. The Hale Kuamo'o is the primary source of curriculum materials for Hawaiian immersion schools. Keiki has been a key figure in Hawai'i in developing the structures within the state of Hawai'i to provide for the unique licensing and support structures for Hawaiian immersion teachers.



Friday Afternoon, June 1
3:15 p.m.–5:15 p.m.
Symposia and Grouped Paper Sessions

Alumni

From Multiplicity to Community: Pre-Service Education in a Multicultural Institution

Claudia Bey, Defense Language Institute Foreign Language Center

Grazyna Dudney, Defense Language Institute Foreign Language Center

Janette Edwards, Defense Language Institute Foreign Language Center

Yi Long, Defense Language Institute Foreign Language Center

Ravinder Singh, Defense Language Institute Foreign Language Center

Presenters discuss their adaptation of Kolb's experiential learning model to negotiate vastly differing degrees of knowledge, skills, awareness, and professional identity among international teachers in a large pre-service program, emphasizing the co-construction of a community of practice that strengthens language teaching and learning. Handouts detailing strategies and techniques will be provided.

Grazyna Dudney: "Part I: Building a New Model for Pre-Service Development"

The presenter will briefly analyze lessons learned from past "fragmented" approaches to foreign language (FL) teacher development at the Defense Language Institute Foreign Language Center (DLIFLC). She will introduce a trainee-centered, "knowledge-based" FL teacher development model that launches teachers on a successful professional development path regardless of their individual differences.

Claudia Bey and Janette Edwards: "Part II: Experiential Learning, Teacher Education, and the DLIFLC"

The diversity of knowledge, skills, awareness, and professional identity of new DLI faculty are explored, along with discussion of the efficacy of Kolb's experiential learning model in negotiating these differences. Presenters also share their own learning experience and emerging awarenesses of what it means to work and learn collaboratively.

Yi Long and Ravinder Singh: "Part III: Building a Community of Practice"

Presenters discuss their ongoing efforts to foster a community of practice among DLIFLC teachers. Discussion features video footage from the six-month reunion of participants in the pilot revised ICC that shows teachers discussing their professional development in the ensuing months and examining the meaning and effectiveness of their ICC experience.

Faculty

Conceptual Roles in Language Teacher Preparation*Brian Morgan, York University, Canada**Matthew Clarke, University of Hong Kong, China**Bill Johnston, Indiana University**Kip Tellez, University of California, Santa Cruz*

The strategies adopted by second language teachers largely reflect their role conceptualizations in the teacher-student relationship. This symposium addresses the strengths and weaknesses of various roles (technician, reflective practitioner, transformative intellectual, moral agent) as applied to teaching and teacher preparation.

Kip Tellez

This paper examines conceptual reforms in US teacher education for their effects on the education of multilingual youth. The author suggests that although these reforms made incremental improvements in the ways that preservice teachers are prepared to teach multilingual learners, none significantly altered the education of under-served children and youth.

Brian Morgan

This paper explores the often difficult transfer of theory to practice in respect to conceptual reforms in language teacher identity. In particular, it describes several challenges related to fostering an applied notion of transformative intellectual through a pre-service “social issue project” for future adult ESL teachers in Toronto, Ontario.

Matthew Clarke

In the wake of poststructuralism’s radical de-centering of the subject, we might well ask, following Judith Butler, how we as teachers are to give an account of ourselves? This paper, illustrated with examples from the UAE and Hong Kong, will utilize Foucault’s four axes of ethics to elaborate a framework for thinking about teacher identity, undergirded by an Aristotelian model of ethical pedagogy that allows scope for consideration of issues of difference, power and politics.

Bill Johnston

This presentation addresses the interplay between ideology and the moral dimension of teaching. Using empirical data, the study explores the relationship between the ideology of the individual teacher educator and that of the program in which he or she works, and the effect this has on students in the program.

Regents	<p>Issues in On-line Language Teacher Education and Professional Development</p> <p><i>JoAnn (Jodi) Crandall, University of Maryland–Baltimore</i> <i>Silvio Avendano, University of Maryland–Baltimore</i> <i>John E. Nelson, University of Maryland–Baltimore</i> <i>Joan Kang Shin, University of Maryland–Baltimore</i></p> <p>Participants who provide on-line TESOL teacher education courses and professional development discuss their concerns and ways they have addressed these, including creating a classroom community in an asynchronous environment, ensuring quality and comparability between face-to-face and on-line sections, and coping with different technological experience and English language proficiency among participants.</p> <p><i>Joan Kang Shin: “Creating a Classroom Community in an Asynchronous Environment”</i></p> <p>Joan has taught a number of TESOL professional development courses for the U.S. Embassy with participants throughout the world. She will talk about ways of creating a classroom community when there is no time in which all participants can be on-line at the same time, which is the focus of her dissertation. She will also discuss ways of addressing differences in English proficiency and access to computers and the Internet among participants.</p> <p><i>John E. Nelson: “Ensuring Quality and Comparability of Face-to-Face and On-line Courses”</i></p> <p>John co-directs an M.A. Program in ESOL/Bilingual Education and a Post-Graduate Certificate, with on-line sections being offered or created for most of the courses. He has also developed on-line sections of several courses and will discuss the challenges in ensuring quality and comparability of face-to-face and on-line courses, as well as the ways in which developing and teaching face-to-face and on-line sections of the same course has enriched both.</p> <p><i>Silvio Avendano: “Coping with Different Degrees of Technological Experience and Expertise among Students”</i></p> <p>Silvio is a Post-Doctoral Fellow who has taught professional development courses on-line and also provided technological expertise and support to other TESOL faculty teaching on-line courses for the first time. He will discuss the challenges of helping faculty and students with differing degrees of technological access, experience and expertise, which was also the focus of his dissertation.</p> <p><i>Jodi Crandall: Discussant</i></p> <p>Jodi will provide a brief discussion of these presentations and then facilitate questions and discussion from the audience. Since a number of members in the audience will have had experience with on-line teaching or course development, we anticipate a valuable exchange of both issues and ways of addressing these.</p>
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Campus

Teacher Efficacy: Comparing Student Teachers at Two Different Training Programs
Ebru Melek Koc, Anadolu University, Turkey

The study compares the self-efficacy beliefs of student teachers who are at two different ELT programs: a formal ELT Program and a distance education ELT Program. The Sense of Efficacy Scale (Tschannen-Moran, Woolfolk Hoy, 2001) was used to assess efficacy for management, engagement and instructional strategies.

Ideologies of Language within Electronic Discourse*Brian Carpenter, University of Pittsburgh**Angela Minnici, Center on Education Policy*

In this paper, we explore pre-service teacher attitudes about language use and language users, through a Systemic Functional Linguistic (SFL) analysis of these teachers' postings to Blackboard (an electronic discussion board) about language and schooling.

Lebanese EFL Teachers' Beliefs about Language Learning*Rula Diab, American University of Beirut, Lebanon*

This study explores prospective and current Lebanese English as a Foreign Language (EFL) teachers' beliefs about language learning and provides a comparison between the two groups. The study also investigates the influence of background factors such as age, teaching experience, and educational level on teachers' beliefs.

Session Chair: Nermine Eltorie

Coffman

Promoting Learner-Centered Teaching in South Asia*Betsy Parrish, Hamline University**Kathryn Heinze, Hamline University*

The presenters report on outcomes of an EFL Institute for middle school teachers from Bangladesh and East India, focusing on practices that allowed teachers to embrace and apply learner-centered practices in classes of 60-100 learners and with virtually no technology.

Mexican English Language Teacher Development Course: Factors Related to Success*W. I. Griffith, The University of Texas at Austin**Hye-Yeon Lim, Defense Language Institute Foreign Language Center*

This paper presents a description of a four week teacher development program for Mexican teachers of English designed to meet objectives specified by the Mexican Secretary of Public Education and the Fulbright organization. Results of the data analyses indicate that this program affected the beliefs and attitudes of participating teachers.

Extending the Ladder: a Mentoring and Collaborative Research Model for Emerging Alaska Native Ph.D.s

Sabine Siekmann, University of Alaska Fairbanks

Patrick Marlow, University of Alaska Fairbanks

Joan Parker Webster, University of Alaska Fairbanks

A new mentoring and collaborative research model fostering Alaska Native M.A.s and Ph.D.s in the area of Second Language Acquisition Teacher Education (SLATE) will be discussed. This model is designed to provide the candidates with a career ladder enabling them to take leadership in future Alaska Native language and ESL programming.

Session Chair: Tara Fortune

Collegiate**Teachers' Decision-Making on Grammar Teaching - Understand Learners' Needs**

Yang Xiao, University of Hawai'i at Manoa

Contradictory ideas from research often leave teachers in a dilemma, and make in-class decision-making process more difficult. This paper presents an exploratory study in Chinese as Foreign Language context, and proposes a practical way to tackle this problem by integrating learners' needs analysis into teachers' decision-making on grammar teaching.

Teachers' Professional Development in L2 Pragmatic Instruction: A Case Study

Noriko Ishihara, American University

Few teacher education programs systematically offer courses in the teaching of pragmatics; not surprisingly, the effects of such pedagogical courses have hardly been researched. This ethnographic case study investigates the development of language teachers' knowledge and beliefs during a summer institute on the learning and teaching of L2 pragmatics.

TLA and L2 Teachers' Engagement with the Content of Learning

Stephen Andrews, University of Hong Kong, Hong Kong SAR, China

The paper outlines the nature of Teacher Language Awareness (TLA) and examines the interplay between the L2 teacher's language awareness and that teacher's engagement with the content of learning. The complexity of this interrelationship is illustrated by examples from a case study of one particular Hong Kong secondary school teacher.

Session Chair: Martha Bigelow

Nolte

Media Ecology, TESL, and Images of Language Learners*Carla Chamberlin-Quinlisk, The Pennsylvania State University, Abington College*

Media ecology refers to interaction between media and human understanding, values, and behaviors. This paper examines how images of non-native speakers in Hollywood film cultivate structure and values in our communities and classrooms. Discussion will focus on media's impact on language learner identity, instructional materials, social interaction, and public policy.

Unsilencing the Silenced: Narratives of East Asian Women in TESOL*Gloria Park, University of Maryland, College Park*

This study explored the lived experiences of five East Asian women enrolled in U.S. TESOL programs. Findings from studies such as this should serve to begin dialogues around renewing and reconceptualizing better TESOL curricula and teacher education programs and provide some momentum for instituting improvements in these TESOL programs over the coming years.

Becoming a Language Teacher Educator in Canada: An Outsider's Hope*Yi Li, University of Alberta, Canada*

What knowledge, skills and attitudes are required so that an EFL teacher from China can teach an ESL curriculum and methods course in Canada? Through narrative inquiry, this paper explores my learning experiences of becoming a language teacher educator through my graduate programs and teaching at the University of Alberta.

Session Chair: Kimberly Johnson

Northrop

Teachers' Beliefs about Culture Teaching and Learning*Erin Kearney, University of Pennsylvania*

This paper reports on language instructors' beliefs concerning the teaching and learning of culture. Two discussions were analyzed in order to identify the ways that teachers talk about objectives, difficulties in meeting their goals, the teacher's role in cultural education and problems related to assessing the cultural gains of students.

Using an Anthro-Process Approach to Teaching Culture*Megan Espe-Och, Forest Lake Area High School*

The 1996 National Standards for Foreign Language Learning increased the importance of culture education in foreign language pedagogy. Research supports an anthropological-process approach to teaching culture. I implemented Crawford-Lange & Lange's model of hypothesis refinement during a unit entitled "Gender Roles in U.S. and Hispanic Cultures" in my high school Spanish 4 classes. During the presentation I will share the model as well as the results of my research.

Fostering Intercultural Inquiry in Second Language Teacher Education*William Dunn, University of Alberta, Canada**Greg Ogilvie, University of Alberta, Canada*

This study investigates the experiences of three teacher educators working to promote intercultural inquiry and awareness among the pre-service teachers enrolled in their subject-area curriculum courses, focusing in particular on a second-language methods course. The experience is discussed from the perspectives of the instructors and the students.

Session Chair: Philip Hoare

Presidents**Looking Forward: Prospective Reflection and Teacher Identity***Camilla Vásquez, University of South Florida**Alfredo Urzua, Old Dominion University*

The discourse of novice language teachers from two types of teacher supervision activities -mentoring meetings and post-observation meetings- is analyzed in relation to reflective thinking and professional identity. Context-specific functions of future-oriented talk (e.g., problem posing, planning, prediction, self-monitoring) are investigated and discussed as indicators of an emergent teaching self.

Stories of Learning: Creating Paths through a Teacher Education Course*Joel Hardman, Southern Illinois University Edwardsville*

Narrative Inquiry can help teachers/students create a coherent reading of their experiences learning about language teaching. The presenter will discuss his experiences using a type of NI that asks students to trace the stories of their learning through a course, and share the particular activities he has developed.

Critical Reflection in Student Teachers through On-Line Instant Messaging*En-Chong Liaw, Chung Yuan Christian University, Taiwan, R.O.C.*

This action research illustrates the training in critical reflection in student teachers through practicum, in-class activities and dialogues among student teachers. It also highlights the potential value of using on-line instant messaging as a tool in group mentor session to enhance critical reflection.

Session Chair: Anna Uhl Chamot

Rotary**Inside the Looking Glass: Teacher Educator as ESL Classroom Teacher***Susan Ranney, University of Minnesota*

This paper is an account of a year-long professional development leave in which I participated in K-12 schools as a student teacher, tutor, classroom volunteer and classroom observer. Through reflection in journals kept throughout the year, I explore the new perspectives and insights gained in this transformative experience.

Exploring the Connections of Second Language and General Teacher Education*Anne Dahlman, Minnesota State University, Mankato*

This presentation reports on the findings of a diary study that sought to capture the experiences of a teacher educator who made a first-hand transition from second language teacher education to general education and what this shift revealed about the connections between these two teacher education contexts.

SLA Reflections on Learning Arabic via a Collaborative Diary Study*Rachel Maddux, University of South Florida**Jeffra Flaitz, University of South Florida*

A student in a graduate TESOL program and her faculty mentor will discuss their diary study in which the student's reflections, based on her study of beginning Arabic, formed the basis for collaborative professional development. The rationale, methodology, findings, and implications for language teacher preparation programs will be addressed.

Session Chair: Jill Robbins

Friday Evening, June 1

5:30 p.m.

Optional Dinner Groups

Sign up at Registration Desk

Room	Saturday Morning · Discussion Sessions · 8:00 a.m.–8:55 a.m.
Alumni	<p>An Action-Oriented Model of Language Teacher Methods Courses <i>Kate Mastruserio Reynolds, University of Wisconsin– Eau Claire</i> <i>Kelly Conroy, University of Wisconsin– Eau Claire</i> <i>Anne Cummings, University of Wisconsin– Eau Claire</i></p> <p>This session seeks to delineate and discuss a cohesive, action-oriented model of foreign and second language teacher education, providing a framework for the type of content and instruction in teacher education courses. It also establishes a reference point against which to judge the efficacy of programs in order to bring about continuous improvement in language teacher training and, ultimately, to produce the most well-prepared, outstanding teachers possible.</p>
Faculty	<p>Fostering Intercultural Communicative Competence among Language Teachers: Challenges and Strategies <i>Geoff Lawrence, University of Toronto, Canada</i> <i>Antoinette Gagne, University of Toronto, Canada</i></p> <p>Second/international language teacher education is increasingly recognized as fertile ground for the promotion of intercultural communicative competence in language education. This discussion will explore challenges constraining the development of intercultural communicative competence in language teacher education programs and will define strategies to facilitate intercultural understanding and awareness among teacher learners.</p>
Nolte	<p>“Not One Less:” A First-Year Teacher in China <i>Robert Robison, The Ohio State University</i></p> <p>Participants will analyze clips from, “Not One Less,” and explore ways to apply the award-winning film to the professional development of staff. As a result, participants will learn how to use this outstanding movie as a teacher training tool and receive an instructional guide.</p>
Presidents	<p>No Teacher Left Behind: Teaching Teachers to Teach to Standards <i>Robert L. Davis, University of Oregon</i> <i>Matthias Vogel, University of Oregon</i></p> <p>This discussion session will allow participants to examine how the implementation of program-wide authentic performance assessments effect transformation in teacher practice in a variety of programs. Examinations of two case studies involving TA/adjunct training should prepare participants to experiment with this type of standards-based assessment in their own programs.</p>
Regents	<p>All Advocates Are Not Lawyers: Teachers as Agents of Change <i>Elizabeth Smolcic, Juniata College</i> <i>Prudence Ingberman, Juniata College</i></p> <p>How can teacher education programs help teachers to understand diversity and an equity-oriented pedagogy? We will explore strategies that help teachers to see themselves as advocates for English language learners and frame a discussion on how to prepare teachers for diversity and social justice.</p>

Room	Saturday Morning · Paper Sessions · 8:00 a.m.–8:35 a.m.
Campus	<p>Developing & Integrating an In-Service Component into Spanish Classes <i>Kathleen Aguilar, Fort Lewis College</i></p> <p>This is a how-to-do approach on the design, implementation, and pre and post evaluation of any service-learning project in intermediate and advanced Spanish courses. All of the phases involved in the implementation of a service-learning project with banking, social and health service organizations will be presented both from the theoretical to the practical.</p>
Coffman	<p>Instructional Choices of Mississippi Foreign Language Teachers <i>Elizabeth Harrison, Houston High School</i></p> <p>This research investigated the effect of education in language study and pedagogy on the instructional choices of Mississippi foreign language teachers. Teachers were asked to rate how often they employed certain instructional activities. The data indicated that increased language study increased the frequency of some classroom activities.</p>
Collegiate	<p>Demonstrating Best Language Teaching Practices via Web-Based Video <i>Larry Davis, University of Minnesota</i></p> <p>Web-based video was used to present exemplars of specific best language teaching practices to pre-service language teachers in a university TESL program. I describe the steps in the project, including feedback received from project stakeholders, which suggests that video provides a flexible and engaging way to learn specific teaching techniques.</p>
Northrop	<p>Teacher Burnout and Professional Learning: Perspectives from Turkish EFL Instructors <i>Derya Kulavuz-Onal, Istanbul Technical University, Turkey</i></p> <p>This paper aims at presenting the results of a study investigating burnout and participation in professional learning activities among Turkish EFL instructors currently working at university English prep programs in Istanbul, focusing on a comparison of the situation in state and private universities.</p>
Rotary	<p>Teachers, Students, and Statewide Testing Perceptions <i>Michael Anderson, University of Minnesota</i> <i>Karla Stone, University of Minnesota</i></p> <p>How can ESL students' perceptions of statewide testing inform the teacher knowledge base? New research gives voice to key stakeholders in statewide testing - the students. What do teachers need to be aware of regarding the impact of tests on the lives of their students in the era of accountability testing?</p> <hr/>

Saturday Morning, June 2
9:15 a.m. - 11:15 a.m.
Symposium and Individual Paper Sessions

Faculty	<p>Invited Symposium</p> <p>The Native/Non-Native Speaking Teacher: Realities, Challenges and Implications for Language Teacher Education</p> <p><i>Kimberly Johnson, Hamline University</i></p> <p><i>Lía D. Kamhi-Stein, California State University, Los Angeles</i></p> <p><i>Keiki Kawai‘ae‘a, University of Hawai‘i at Hilo</i></p> <p><i>Jennifer Leeman, George Mason University</i></p> <p><i>Gloria Park, University of Maryland, College Park</i></p> <p><i>Keiko Samimy, Ohio State University</i></p> <p>Much of the current research on issues for non-native speaking teachers comes out of TESOL, with a primary focus on students from international backgrounds. Yet issues of native and non-native speaking teachers are relevant to the many contexts of language teacher education. To broaden the discussion and to make connections, this symposium brings together teacher educators from TESOL, foreign language and indigenous immersion to share research and insights to disrupt and enhance our understanding of the realities and challenges for native/non-native speaking teacher candidates and teacher education programs. All explore implications for language teacher education, and ample time will be left for discussion.</p> <p><i>Kimberly A. Johnson: Symposium Organizer</i></p> <p><i>Keiki Kawai‘ae‘a: “Preparing Mauli Ola Educators for Native Language Medium Education”</i></p> <p>The challenges of revitalizing the Hawaiian language through the preparation of non-native speaking teachers will be discussed through the efforts of the Kahuawaiola Teacher Education Program—a native culture-based teacher preservice program.</p> <p><i>Keiko K Samimy: “Mentoring Non-Native English speaking (NNES) Graduate Students: Beliefs among Faculty in a College of Education”</i></p> <p>While literature exists on academic acculturation of NNES students, little is known about faculty’s beliefs about mentoring NNES graduate students to facilitate their academic acculturation process. This presentation is based on a study which examined TESOL as well as non-TESOL faculty’s beliefs about mentoring NNES graduate students and their experiences in working with them.</p> <p><i>Gloria Park: “Pedagogy of Empowerment and Possibilities in TESOL: East Asian Women’s Teaching Journeys”</i></p> <p>This presentation will discuss one thread of a larger qualitative inquiry of East Asian women in U.S. TESOL programs. Specifically, the study focuses on how the women’s diverse teaching experiences served to heighten their identities as burgeoning language teachers as well as NNESs. The presentation concludes with teacher education implications.</p>
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Room	Saturday Morning · Symposium · 9:15 a.m.–11:15 a.m.
	<p><i>Jennifer Leeman:</i> “Ethnolinguistic discrimination and the native-speaker teacher: The case of Spanish”</p> <p>Linguistic discrimination towards non-native teachers of English is often framed as a common-sense issue of “qualifications.” This presentation reviews the historical and contemporary marginalization of native and heritage teachers of Spanish in the US, demonstrating the ideological nature of ethnolinguistic preferences in language teaching. Teacher education must critically examine language ideologies.</p> <p><i>Lía D. Kamhi-Stein:</i> “The Professional Identity Construction of Generation 1.5 Latinas”</p> <p>While much of the work on nonnative English speakers has focused on teachers-in-preparation from international backgrounds, little is known about Generation 1.5 teachers. This study looks at the process of professional identity construction of five Generation 1.5 bilingual/biliterate Latinas enrolled in an MA in TESOL Program. Implications for language teacher preparation will be discussed.</p>
Room	Saturday Morning · Paper Sessions · 9:15 a.m.–9:50 a.m.
Alumni	<p>Learner Strategies, Teacher Techniques, Computers, and Pragmatics? Really!</p> <p><i>Andrew Cohen, University of Minnesota</i></p> <p>This presentation reports on research addressing the use of a website dedicated to Spanish pragmatics. The results give critical insight into how learners approach online materials, the strategies they use in learning pragmatics in a second language, and their success with those strategies. Implications for language learning pedagogy are targeted.</p> <p>Session Chair: Jay Siskin</p>
Campus	<p>Classroom Observation and Feedback Styles Revisited</p> <p><i>Nermine Eltorie, American University in Cairo, Egypt</i></p> <p>The presenter evaluates a classroom observation instrument to enhance the observers' reliability, feedback styles and its impact on the teachers' performance and classroom teaching skills. The outcomes impact the quality of teaching and the interaction between teachers and observers. The statistical analyses and classroom implications are shared with the audience.</p> <p>Session Chair: Gregory Taylor</p>

Coffman	<p>Partnerships to Develop Teachers for Critical Language Programs</p> <p><i>Paul Sandrock, Wisconsin Department of Public Instruction</i></p> <p>What will it take to develop the teaching force needed to bring critical languages to U.S. schools? The Wisconsin Department of Public Instruction is leading a multi-pronged development of teachers of Chinese and Arabic through collaborating partnerships in Wisconsin and neighboring states. Examine this project's progress, challenges, and lessons learned.</p> <p>Session Chair: Cathy Keatley</p>
Collegiate	<p>Exploring Teachers' Beliefs about Bilingual Education in the Colombian Context</p> <p><i>Claudia Torres, Universidad Distrital Francisco José de Caldas, Colombia</i></p> <p>The challenges brought about by globalization and international policies have had great incidence in the development of bilingual education in a country like Colombia, South America. This paper session will describe a research project in progress which explores English teachers' beliefs about Bilingual Education and its feasibility in the contexts where these teachers work.</p> <p>Session Chair: Kip Tellez</p>
Nolte	<p>Teaching Phonology in LTE: An Example of Task-Based Linguistics</p> <p><i>Rebecca Burns-Hoffman, University of South Florida Sarasota-Manatee</i></p> <p>Teaching phonology in teacher education is a well-known hardship for both instructors and students. This paper presents a successful and straightforward approach to teaching phonology in teacher education which simplifies all phonological rules to four essential cognitive processes and four basic analytical steps. Student success with this approach is described.</p> <p>Session Chair: Anne Walker</p>
Northrop	<p>Developing Oral Proficiency for Spanish Majors</p> <p><i>Michael Carlo, Purdue University</i></p> <p>Research at Purdue University examined in-and out-of-classroom activities in which undergraduates participate to enhance their spoken proficiency. Attitudes of Spanish majors towards the most popular of these methods and student reflections regarding their effectiveness are reported. Learner recommendations for improving pedagogical and affective approaches to teaching speaking are discussed.</p> <p>Session Chair: Patricia Cano</p>

Room	Saturday Morning · Paper Sessions · 9:15 a.m.–9:50 a.m.
Presidents	<p>Developing a Contextual Scan of Developmental Assets in Language Learners <i>Patricia Hoffman, Minnesota State University, Mankato</i> <i>Nancy Drescher, Minnesota State University, Mankato</i></p> <p>This research examined the growth of pre-service TESL teachers who analyzed K-12 students' development assets. These pre-service teachers examined specific language learners (with district and parental permission), made predictions, suggested specific interventions, and implemented some of those suggested interventions in collaboration with school district personnel.</p> <p>Session Chair: Carol Bearse</p>
Regents	<p>Profiles in Courage, Revisited: Teacher Advocacy for English Language Learners and its Role in Language Teacher Education <i>Nancy Dubetz, Lehman College, City University of New York</i></p> <p>This paper, co-authored by Ester de Jong and Nancy Dubetz, presents findings from a review of the literature on teacher advocacy for ELLs and profiles the work of language teacher advocates to illustrate how K-12 teachers can advocate for ELLs in and beyond the classroom. Advocacy as a framework for identifying, preparing, and supporting language teachers is discussed.</p> <p>Session Chair: Constance Walker</p>
Rotary	<p>Collaborating to Provide Professional Development for Adult ESL Teachers <i>Miriam Burt, Center for Applied Linguistics</i> <i>Kirsten Schaetzel, Center for Applied Linguistics</i></p> <p>Presenters describe a national project that uses a collaborative approach where teachers, program administrators, and state education agency representatives plan and deliver data-driven, quality, ongoing professional development for teachers of adult English language learners. The approach is based on research on teacher change and creating a learning organization.</p> <p>Session Chair: Karen Lybeck</p>

Room	Saturday Morning · Paper Sessions · 9:55 a.m.–10:30 a.m.
Alumni	<p>Foreign Language Teachers' Beliefs about Teaching, Learning, and the Internet <i>Kazue Oda, University of Minnesota</i></p> <p>This presentation will report on a case study that 1) explored the relationships between foreign language teachers' beliefs about teaching, learning, and Internet use in classrooms, and 2) investigated how contextual factors influence Internet use in teachers' instructional environments. Implications for professional development and future research will also be discussed.</p> <p>Session Chair: Jay Siskin</p>

Room	Saturday Morning · Paper Sessions · 9:55 a.m.–10:30 a.m.
Campus	<p>Examining Feedback Sessions in Pre-Service Teachers' Practicum Courses <i>Maria Esther Lemus, Universidad Autonoma de Aguascalientes, Mexico</i> <i>Martha Fonseca, Universidad Autonoma de Aguascalientes, Mexico</i> <i>Pia Maria White, Universidad Autonoma de Aguascalientes, Mexico</i></p> <p>This paper will discuss a collaborative study of feedback sessions in EFL practicum courses of the B. A. in English Language Teaching in the University of Aguascalientes -- Mexico. The paper will detail the steps of the study, findings and how it impacted practical knowledge in our program.</p>
	<p>Session Chair: Gregory Taylor</p> <p>A Matrix for Training Teachers of Heritage Language Students <i>Olga Kagan, University of California– Los Angeles</i> <i>Kathleen Dillon, National Heritage Language Resource Center</i></p> <p>In most contemporary language classes instructors are grappling for solutions to the challenges of teaching heritage language learners using materials and relying on pedagogy designed to meet the instructional needs of the L2 learner. This paper proposes a matrix for changing strategies to adjust to dramatic demographic changes.</p>
	<p>Session Chair: Cathy Keatley</p> <p>Knowledge, Beliefs, and Misconceptions among Pre-Service Foreign Language Teachers <i>Marinella Garatti, State University of New York at New Paltz</i></p> <p>This paper reports on misconceptions concerning foreign language teaching and learning held by pre-service teachers and discusses implications for researchers and foreign language teacher educators.</p>
	<p>Session Chair: Kip Tellez</p> <p>Linking Linguistic Theory and ESL /EFL Classroom Practice <i>Tatiana Gordon, Hofstra University</i></p> <p>The challenge of bridging the gap between TESOL teacher education theory and practice seems to be especially daunting for those educators who teach linguistics courses. This demonstration highlights activities which have proven to be effective in fostering TESOL students' ability to understand practical implications of linguistic theory.</p>
	<p>Session Chair: Anne Walker</p>

Room	Saturday Morning · Paper Sessions · 9:55 a.m.–10:30 a.m.
Northrop	<p>Qualifications and Training for Teaching Assistants in the U.S. <i>Erin-Kate Murphy, Northern Arizona University</i> This paper reports on a study which investigated current practices related to the selection, training, and evaluation of teaching assistants (TAs) in US universities. TAs and faculty were surveyed about the nature and effectiveness of these practices. Suggestions for future TA training and evaluation are offered.</p> <p>Session Chair: Patricia Cano</p>
Presidents	<p>Novice Language Teachers Talking About Genre <i>Tamara Warhol, University of Pennsylvania</i> This study explores how future TESOL/TEFL practitioners conceptualize the relationship between educational research and their own pedagogy. Specifically, this study investigates how students in a TESOL master's program develop a professional register in a classroom setting and then use this register in their interpretations of research about teaching writing.</p> <p>Session Chair: Carol Bearse</p>
Regents	<p>Getting Good or Getting By: Observations of CBI in Practice <i>Kate Mastrusero Reynolds, University of Wisconsin-Eau Claire</i> <i>Dale O. Gable, University of Wisconsin-Eau Claire</i> One large urban school district invested heavily in CBI teacher training and wanted to determine the effectiveness of implementation. Two observers will share data from 123 20-minutes sheltered content observations that revealed patterns of CBI implementation, insights and issues related to professional trainings, mentoring and constructive feedback.</p> <p>Session Chair: Constance Walker</p>
Rotary	<p>Professional Development through Collaboration: Online Research Seminar Design, Implementation, Evaluation <i>Nancy Kieranen, Benemerita Universidad Autonoma de Puebla, Mexico</i> <i>Fatima Encinas, Benemerita Universidad Autonoma de Puebla, Mexico</i> This ongoing project encompasses the design, implementation, and evaluation of two research courses in our ELT BA program with an overall focus on collaboration related to the formation of researchers, teachers and students, in line with the increased focus on research in Mexico and in our institution (a public university in Mexico).</p> <p>Session Chair: Karen Lybeck</p>

Alumni	<p>Creating Ojibwe Movies <i>Mary Hermes, University of Minnesota Duluth</i> <i>Andrew Cohen, University of Minnesota, Twin Cities</i> This paper will describe an instructional materials grant project which is in the first of three years. The goal of this project is to create interactive short learning modules, featuring movies for learning the Ojibwe language. There will be a presenter and a respondent.</p> <p>Session Chair: Jay Siskin</p>
Campus	<p>Lost in Translation, Gained in Translation: Developing L1 and L2 Social Semiotic Awareness in a Translation Course <i>Marianna Ryshina-Pankova, George Mason University</i> This paper explores the contributions of the genre-informed teaching of translation to expanding the FL professionals' theoretical and practical knowledge base. The areas of impact include familiarity with contextual configurations of L1/L2 genres and their linguistic instantiations, attunement to negative transfers, and identification of subtle aspects of advanced language use.</p> <p>Session Chair: Gregory Taylor</p>
Coffman	<p>The ESL Class as a “Shelter” for Children <i>Myonghee Kim, Bluffton University</i> ESL students' emotional struggles need to be appropriately addressed for their balanced development. This presentation highlights various ways that a 3rd grade ESL class provided affective support for the children. The role of the teacher as a caring person and a 'middleman' between school and parents is also highlighted.</p> <p>Session Chair: Cathy Keatley</p>
Collegiate	<p>Student Teachers' Beliefs and Practices Regarding Use of L2 in the Classroom <i>Blair Bateman, Brigham Young University</i> This paper reports on a qualitative study examining how the beliefs of student teachers regarding the use of L2 evolve as they gain experience in teaching, and what factors they perceive as affecting their decisions regarding the use of L2 in the classroom. Implications for language teacher education are discussed.</p> <p>Session Chair: Kip Tellez</p>
Nolte	<p>A System of Guided Observations in ESL/EFL Teacher Education <i>Ashley Hastings, Shenandoah University</i> An important component in Shenandoah University's distance MSEd-TESOL program is a series of three 40-hour observations of actual ESL or EFL classrooms. This presentation describes how Masters students explore a variety of classroom environments in many parts of the world, observing, sharing, and reflecting on their findings.</p> <p>Session Chair: Anne Walker</p>

Room	Saturday Morning · Paper Sessions · 10:35 a.m.–11:10 a.m.
Northrop	<p>FL Teachers' and Students' Perceptions of FL Teaching Practices: A Comparative Analysis <i>Alan Brown, University of Kentucky</i></p> <p>First, this presentation will summarize the results of a large-scale study which directly compares teachers' and students' perceptions of ideal FL teaching practices as well as those occurring in their classrooms. Second, the discussion will turn to pedagogical implications for FL classrooms from specific student-teacher differences generated by the data.</p> <p>Session Chair: Patricia Cano</p>
Presidents	<p>Language Learning in a “Flat” World <i>David Shook, Georgia Institute of Technology</i></p> <p>Are current classroom teachers being equipped with the materials they need to effectively join the study of foreign languages with the professional goals and needs of their students in this new millennium? Results of a survey of Spanish textbooks that explores this interaction are presented and future implications are discussed.</p> <p>Session Chair: Carol Bearse</p>
Regents	<p>Reciprocal Mentoring: ESL and Content Teacher Collaboration and Mentoring <i>Stephaney Jones-Vo, Heartland Area Education Agency</i> <i>Shelley Fairbairn, Drake University</i></p> <p>Reciprocal mentoring is an approach to teacher professional development that allows ESL and content teachers to learn and work collaboratively in order to refine their teaching to better meet the needs of diverse students. Learn how one district implemented this approach and ways to implement it in your context.</p> <p>Session Chair: Constance Walker</p>
Rotary	<p>An Exploratory Study of L2 Teachers' Classroom Management Practices <i>Nicole Tracy-Ventura, Northern Arizona University</i></p> <p>This paper describes an exploratory study that investigated the classroom management practices of four novice ESL teachers in an Intensive English Program. Data collection included questionnaires that were given at the beginning, middle, and end of the semester, in addition to multiple classroom observations by the researcher throughout the semester.</p> <p>Session Chair: Karen Lybeck</p>

Saturday Afternoon, June 2
11:30 p.m.–1:00 p.m.
Lunch
Hubert Humphrey Ballroom
Exhibits: Registration Area

Saturday Afternoon, June 2
1:00 p.m. - 3:00 p.m.
Symposium and Individual Paper Sessions

Room	Saturday Afternoon · Symposium · 1:00 p.m.–3:00 p.m.
Faculty	<p>Preparing and Developing Language Teachers for Content-Based Instruction</p> <p><i>Tara Fortune, University of Minnesota</i> <i>Diane Tedick, University of Minnesota</i> <i>Laurent Cammarata, University of Georgia</i> <i>JoAnn(Jodi) Crandall, University of Maryland, Baltimore County</i> <i>Philip Hoare, Hong Kong Institute of Education, Hong Kong, China</i> <i>Stella Kong, Hong Kong Institute of Education, Hong Kong, China</i></p> <p>This symposium offers the perspectives of language teacher educators from ESL, foreign language, and dual language contexts who are working with pre-service and in-service teachers in content-based instructional settings. Based on their context-specific research, presenters will identify challenges, successful practices that address the challenges, and specific implications for teacher educators across the disciplines and suggest new areas for future research initiatives in the field. Collectively we will engage in meaningful dialogue among symposium presenters and attendees.</p> <p><i>Laurent Cammarata: “Foreign Language Context”</i></p> <p>Findings of recent phenomenological research reveal that learning CBI is an experience of struggle for practicing foreign language teachers as they must confront their own teaching identity. The difficulties they experience underscore the need for professional development programs to create instructional scaffolds supportive of the teacher as explorer metaphor.</p> <p><i>JoAnn (Jodi) Crandall: “ESL Context”</i></p> <p>Adult ELLs have a range of backgrounds and goals, but limited time. This presentation offers some ways adult ESL teachers have integrated instruction with Adult Basic Education (ABE), vocational training, workforce preparation, and academic courses to help ELLs achieve their goals. It also discusses implications for teacher education and research.</p> <p><i>Philip Hoare and Stella Kong: “Late English Immersion in Hong Kong”</i></p> <p>Our research into contrasting approaches in Hong Kong and China towards CBI shows that balancing language and content, and teaching the language of the content constitute the major challenges in both contexts. Teacher education for both content background and language background teachers must focus on how language makes content meaning.</p> <p><i>Diane Tedick and Tara Fortune: “One-way and Two-way Immersion Contexts in the U.S.”</i></p> <p>A major challenge that dual language teachers face is balancing language and content instruction; they often resist giving attention to language for fear that it will detract from content. Presenters share ways that they have addressed this challenge and offer implications for teacher educators and directions for future research.</p>

Room	Saturday Afternoon · Paper Sessions · 1:00 p.m.–1:35 p.m.
Alumni	<p>Assessing Preservice Teachers Knowledge of Academic Language <i>Kip Tellez, University of California Santa Cruz</i> A mandatory assessment for all new California teachers requires knowledge of academic language and language demands in the content areas. This session shares written and video samples from preservice teachers who have completed the assessment. Data reveal most preservice teachers hold a highly circumscribed view of academic language.</p> <p>Session Chair: Sharon Hahnlen</p>
Campus	<p>Historical Practice In Modern Language Teacher Education <i>H. Jay Siskin, Cabrillo College</i> An historical examination of foreign language teacher education, including institutional types, special courses, methodology, course materials and testing.</p> <p>Session Chair: Geoff Lawrence</p>
Coffman	<p>Using Your Voice as a Teaching Tool <i>Montserrat Mir, Illinois State University</i> Besides effective teaching methods and techniques, teachers need to use their voice (intonation patterns, stress) as a teaching tool to highlight language patterns. Two novice Spanish teachers are trained in their use of voice and its effect on teaching effectiveness is explored.</p> <p>Session Chair: Amy Ray</p>
Collegiate	<p>Learning to Educate and Educating to Learn across Cultures <i>Yi-Hsuan Gloria Lo, National Penghu University, Taiwan Chin-Chi Chao, National Cheng Chi University, Taiwan</i> What is it like to receive a doctoral degree in language teacher education in American institution and to educate pre-service EFL teachers in Taiwan? What discursive processes will non-native EFL teacher educators go through when they engage in the professional development of EFL in-service teachers in study groups across contexts?</p> <p>Session Chair: Jill Robbins</p>
Nolte	<p>Questioning Strategies of Turkish Pre-service EFL Teachers <i>Aysegul Zingir Gulten, Anadolu University, Turkey</i> Questioning is a teaching strategy that fosters interaction. In this paper, we aim at investigating the questioning strategies of Turkish EFL teacher trainees in their micro-teaching sessions, the modification techniques they employ when the questions are not understood and the sorts of L2 production these questions generate from learners.</p> <p>Session Chair: Valorie Arrowsmith</p>

Room	Saturday Afternoon · Paper Sessions · 1:00 p.m.–1:35 p.m.
Northrop	<p>Increasing Critical Thinking among Future ESL Teachers <i>Nancy Drescher, Minnesota State University, Mankato</i> <i>Jessica Schomberg, Minnesota State University, Mankato</i></p> <p>Students received instruction focused specifically on developing their own and their students' critical thinking skills. Throughout the semester, students reflected on their theoretical learning to critically evaluate and apply the research done by others and to locate, obtain, and critically evaluate research relevant to their own interests.</p> <p>Session Chair: Susan Ranney</p>
Presidents	<p>From Assessment OF Learning to Assessment FOR Learning in Hong Kong <i>Matthew Clarke, University of Hong Kong, China</i> <i>Linda Tsung, University of Hong Kong, China</i></p>
	<p>Hong Kong education policy is moving from an Assessment of Learning to an Assessment for Learning paradigm. This paper discusses survey results, from before and after a course of professional development for language teachers, as well as interview data, highlighting challenges in shifting assessment cultures in language education.</p>
	<p>Session Chair: Kim Wieber du Saire</p>
Regents	<p>Metaphors as a Measure of Professional Growth <i>Linda Quinn Allen, Iowa State University</i></p>
	<p>This study analyzed pairs of metaphors written by teacher education students at two points during their university program. The first metaphors reflected a logical positivist view of knowledge. The second metaphors recognized the students' role in the learning process. The study demonstrates the utility of metaphors in understanding teacher development.</p>
	<p>Session Chair: Larry Davis</p>
Rotary	<p>Reflections of Preservice EFL Teachers throughout Their Teaching Practicum <i>Ali Merc, Anadolu University, Turkey</i></p>
	<p>The study was designed to determine the self-reported negative and positive aspects of pre-service teachers' teaching. The analysis of the qualitative data suggested that the problems of student teachers (in five categories) decrease in frequency whereas positive aspects (in three main categories) increase towards the end of the practicum.</p>
	<p>Session Chair: Anne Dahlman</p>

Alumni

Pedagogical Innovation by Pre-service ESL Teachers: Affordances and Constraints
Susan Parks, Université Laval, Canada

This study investigates eleven pre-service teachers' efforts to implement cooperative learning and project-based teaching during their final practicum in secondary ESL classes in Francophone schools. The factors which variously facilitated or constrained these efforts, including university training and the role of the cooperating teacher, are discussed.

Session Chair: Sharon Hahnlen

Campus

Preparing Novice Teachers to Teach ESL in Multilevel Classes*Joanna Labov, Teachers College*

Many teachers are unprepared to teach ESL students in multilevel classes that consist of students with differing English proficiencies. The presenter will discuss effective lesson planning and scaffolding strategies used by teachers to teach lessons that address the needs of every student in their classrooms.

Session Chair: Geoff Lawrence

Coffman

Profiling Formative Assessment Culture in FLTEP in the Middle East*Khaled El-Ebyary, Newcastle University, United Kingdom*

The aim of this study is to provide a snapshot of the implicit/explicit formative assessment culture in foreign language teacher education programs (FLTEP) in the Middle East. The study involved participants from a number of Arab countries where interviews and an online questionnaire were used to examine the issue.

Session Chair: Amy Ray

Collegiate

Language Teacher Development in Educational Reform Contexts: A Case Study in Djibouti*Diana Dudzik, University of Minnesota*

Empirical research supports attending to the context of educational innovations. A study of English teacher development in Djibouti explores the situated nature of teacher development in a context of language policy and curricular reforms and suggests implications for teacher development that challenges the apprenticeship of observation and develops adaptive expertise.

Session Chair: Jill Robbins

Nolte	<p>Developing Rural Foreign Language Teacher-Leaders through WILL <i>Patricia Rounds, University of Oregon</i> <i>Greg Hopper-Moore, Center for Applied Second Language Studies</i> Recruiting and retaining foreign language teachers in rural areas is a significant challenge. The Western Initiative for Language Leadership (WILL) is a two-year professional development model that responds to this challenge. We will present the design of WILL, successes and challenges, and new avenues of development being explored.</p> <p>Session Chair: Valorie Arrowsmith</p>
Northrop	<p>Teachers, Language Ideologies, and Change: ESL Programming at a Secondary School <i>Marilee Coles-Ritchie, Utah State University</i> Constructing and adapting ESL/Bilingual programs in secondary schools is a daunting task. National language policies, teachers' practices and background, and administrators' language ideologies all impact language program decisions. This paper explores, through teacher case studies, how one high school transformed their once ineffective ESL program.</p> <p>Session Chair: Susan Ranney</p>
Presidents	<p>Why Do Language Teachers Get National Board Certified? <i>Susan Hildebrandt, Longwood University</i> <i>Minhee Eom, The University of Texas-Pan American</i> With the challenges teachers face within and outside of the classroom, why in the world would they take on the additional challenge of National Board certification? This study answers that question using data from a web-based survey of 283 National Board certified teachers of World Languages Other than English.</p> <p>Session Chair: Kim Wieber du Saire</p>
Regents	<p>Emerging Professional Identities within TESOL Teacher Education <i>Sherrie Carroll, University of Maryland</i> The presenter discusses the roles played by biography, sociocultural positionings, communities of practice, and imagination in who teacher-learners become. The study seeks to illuminate how they navigate discourses and images they encounter through their teacher education experiences and which have become salient to them through their other lived experiences.</p> <p>Session Chair: Larry Davis</p>

Room	Saturday Afternoon · Paper Sessions · 1:40 p.m.–2:15 p.m.
Rotary	<p>Designing Teacher Development Workshops with the Experiential Learning Cycle Model</p> <p><i>Hye-Yeon Lim, Defense Language Institute W. I. Griffith, The University of Texas at Austin</i></p> <p>This paper discusses how to design a teacher development workshop using the Experiential Learning cycle (Pfeiffer, 1985) to encourage participant's active reflection and to enhance teaching effectiveness. The presenters will offer a sample lesson developed for multi-language pre-service foreign language teachers. Survey results collected by participating teachers will be discussed.</p> <p>Session Chair: Anne Dahlman</p>
Room	Saturday Afternoon · Paper Sessions · 2:20 p.m.–2:55 p.m.
Alumni	<p>Preparing to Teach English Learners in English-Only Classrooms</p> <p><i>Mary Borba, California State University, Stanislaus</i></p> <p>In a special partnership with a local school, University teachers-in-training met weekly at the school site for their primary reading course, classroom teaching observations, and the opportunity to teach English learners. The integration of theory, observation, and practicum allowed for in-depth learning in language and literacy processes and English learner instructional strategies.</p> <p>Session Chair: Sharon Hahnlen</p>
Campus	<p>Comparative Study on Curricular Implementations of English Language Teacher Education Programs</p> <p><i>Sultan Turkan, University of Arizona</i></p> <p>This paper presents an analysis on curricular implementations of English language teacher education programs at two different universities in Istanbul, Turkey. Preliminary findings have indicated that the curricular design of two English language teacher education programs is similar whereas the senior level pre-service English language teachers selected from each institution differ in terms of how they view language teacher roles.</p> <p>Session Chair: Geoff Lawrence</p>
Coffman	<p>Teaching Transformative Second/Foreign Language Learning: A Case Study of Pre-and In-service Spanish Teachers</p> <p><i>Jason Goulah, North Tonawanda City Schools and Concordia Language Villages</i></p> <p>This study examines Spanish teachers' development of lesson/unit plans grounded in national standards and transformative second/foreign language learning theory. Transformative learning seeks to alter our way of being in the world through culturally contextualized approaches and by reconnecting students with their ecologically, spiritually, and globally interconnected identities situated in interlocking structures of power, race, class, and gender.</p> <p>Session Chair: Amy Ray</p>

Room	Saturday Afternoon · Paper Sessions · 2:20 p.m.–2:55 p.m.
Collegiate	<p>Voice in Japanese EFL Education <i>Kazuma Hatano, State University of New York at Buffalo</i></p> <p>The study deals with re-conceptualizing EFL education in Japan. I will argue that the “voice” of English learners is crucial, and philosophies of Vygotsky and Makiguchi as well as a notion of World Englishes can help the Japanese learners of English to acquire their “voice” for their own learning.</p> <p>Session Chair: Jill Robbins</p>
Nolte	<p>Designing Professional Development: Understanding the Knowledge Base of EFL Teachers <i>Anne Walker, University of North Dakota</i></p> <p>This paper is a comparative study of the knowledge base of EFL teachers in Russia, Saudi Arabia and the United States. It examines how differences in teacher training, cultural and social norms, and educational systems need to be addressed in the design and delivery of professional development activities.</p> <p>Session Chair: Valorie Arrowsmith</p>
Northrop	<p>Role of Social Context in the Preparation of ESL Teachers <i>Megan Peercy, University of Maryland</i></p> <p>This study examines whether 4 courses required for ESL endorsement at a large university encouraged preservice teachers to consider teaching and learning within a broader social context. It also explores the discourses of 5 preservice teachers in these courses about the relevance of language learners' social contexts to their practices.</p> <p>Session Chair: Susan Ranney</p>
Presidents	<p>Action Research in the Constructivist Paradigm for LTE <i>Sarah Jourdain, Stony Brook University</i></p> <p>This session presents the arguments that (1) the Constructivist Paradigm is a desirable framework in which to conceptualize LTE and that (2) Action Research by teacher candidates is a viable, richly rewarding component within such a Constructivist model. Two action research studies carried out by language teacher candidates are presented as illustration.</p> <p>Session Chair: Kim Wieber du Saire</p>
Regents	<p>Who Supports ESL Students in K-12 Classrooms?: Perceptions of Responsibilities <i>Farahnaz Faez, University of Toronto, Canada</i></p> <p>Due to the increasing diversity in North America, it has become critical to understand how to respond to the demographic change in K-12 classrooms. This paper explores perceptions of roles and responsibilities of teacher candidates from diverse linguistic backgrounds towards English language learners in a Canadian teacher preparation program.</p> <p>Session Chair: Larry Davis</p>

Rotary

Mind the Gap: Addressing the Disparity between Theory and Practice*Greg Ogilvie, University of Alberta, Canada*

Despite its potential as a theoretically supported approach, TBLT has had minimal influence on actual teaching practices. This paper analyzes the influence of cognitive-based reflection on pre-service teachers' instructional decisions. The results demonstrate that the analytic component of the program needed to be expanded to include tacit discourses of teaching.

Session Chair: Anne Dahlman

Closing Plenary

Saturday, June 2 • 3:15 p.m.
University Ballroom

Plenary Speaker: Timothy G. Reagan, Central Connecticut State University

The Future of Foreign Language Educators: Are We on Our Way to Becoming Dodos?

Language teachers – whether we call ourselves foreign language educators, second language educators, world language educators, modern or classical language educators, bilingual educators, or teachers of English to speakers of other languages, share a difficult position in the contemporary world. Some of us, of course, are in worse shape than others – the market for TESOL instructors remains strong, as does that for Spanish teachers here in United States, while locally the market for teachers of German and Russian is, to put it mildly, not good. However, we are, in a number of ways, all in this together. I am concerned that language education continues to be marginalized in important ways – marginalized not only by students, but also by parents, colleagues in other disciplines, and policy-makers. I will divide my comments in this presentation into two broad sections: those dealing explicitly with the issues of second language education in the United States (and, to a lesser extent, in other essentially Anglophone countries), and then to the challenges being faced by TESOL educators, especially in non-Anglophone contexts. The underlying argument presented will be that there are very compelling arguments for language study, though not necessarily those which have been historically offered by language educators. The perspective taken will be informed by critical studies in general, and by critical applied linguistics in particular.



Timothy G. Reagan, Ph.D., is currently Professor of Educational Leadership at Central Connecticut State University. He has also served on the faculty of Gallaudet University, as the Executive Associate Dean of the Neag School of Education at the University of Connecticut, as the Dean of the School of Education at Roger Williams University, and as the Dean of the Faculty of Humanities at the University of the Witwatersrand, South Africa. His research interests are focused primarily on issues of language and culture in education. He has published over 125 articles and book chapters. In addition, he has authored a number of books in the field, including *The foreign language educator in society: Toward a critical pedagogy* (Lawrence Erlbaum Associates, with T. Osborn), *Language, education and ideology: Mapping the linguistic landscape of U.S. schools* (Praeger), *Non-western educational traditions: Indigenous approaches to educational thought and practice* (three editions, Lawrence Erlbaum Associates), and *Critical questions, critical perspectives: Language and the second language educator* (Information Age Publishers).

**Saturday Afternoon, June 2
4:15 p.m.
Conference Adjourns**

**Post Conference Meetings
Saturday, June 2
MinneTESOL Teacher Educator Interest Section (TEIS) meeting
4:15 p.m. to 6:15 p.m.
Nolte Room, Radisson Hotel**

Conference Proceedings

• Fifth International Conference on Language Teacher Education •

We are planning to publish a selection of papers from this conference as a juried proceedings. We encourage presenters to submit their papers presented at the conference for possible inclusion in this volume.

If you would like your paper to be considered for inclusion in this publication, please send a complete manuscript of the paper by August 1, 2007 to the address given below. The paper should be no longer than 25 pages double-spaced, and should conform to standard APA format.

Since the papers will be blind reviewed, please do not indicate the author's name in the manuscript, but include a cover sheet with the title of the manuscript, name of author(s), institutional affiliation, address, office and home telephone numbers, fax number, and e-mail address as a separate document. The manuscript and cover sheet should be submitted as Microsoft Word documents via email.

Manuscripts should be sent to:

Michael E. Anderson

Email: ande1819@umn.edu

Questions can be addressed to Michael Anderson at:

Email: ande1819@umn.edu

Tel: 612-624-2023

Selected Proceedings from Past Language Teacher Education Conferences

Voice and Vision in Language Teacher Education:

Selected Papers from the Fourth International Conference on Language Teacher Education

Edited by Bill Johnston and Kristen Walls

CARLA Working Paper Series # 25 · May 2007 · 264 pages · \$25.00 + shipping

This volume of fourteen selected papers presented at the Fourth International Conference on Language Teacher Education showcases work from eight different national contexts in settings as diverse as English as a Foreign Language (EFL), English as a Second Language (ESL), French immersion education, and Spanish and Japanese language instruction. Echoing the theme of the conference, these papers highlight a diverse range of teacher educator voices as they interact with the vision of conceptual frameworks teacher educators have come to share. The ideas and insights presented in these papers help to push forward our understandings and our practice of language teacher education.

Available from the Center for Advanced Research on Language Acquisition. For purchasing information, see: www.carla.umn.edu/resources/working-papers.

Creating Teacher Community:

Selected Papers from the Third International Conference on Language Teacher Education

Edited by Martha H. Bigelow and Constance L. Walker

CARLA Working Paper Series # 24 · December 2004 · 337 pages · \$15.00 + shipping

The papers in this volume were selected from presentations originally presented at the Third International Conference on Language Teacher Education held in Minneapolis in May 2003. Rooted in different instructional settings, the selected papers offer a window into many of the issues touched upon at the conference and suggest directions for future discussions in the field of language teacher education. This volume is organized according to three themes of the conference: a) The Knowledge Base of Language Teacher Education, b) Social, Cultural, and Political Contexts of Language Teacher Education, and c) Process of Language Teacher Education.

Available from the Center for Advanced Research on Language Acquisition. For purchasing information, see: www.carla.umn.edu/resources/working-papers.

Second Language Teacher Education: International Perspectives

Edited by Diane J. Tedick

Lawrence Erlbaum Associates · 2005 · 348 pages · \$36.50 + shipping

The foundation for this volume was the Second International Conference on Language Education, held in May 2001, where many of the eighteen chapters included in this collection were originally presented. Other chapters share work that was not presented at the conference, but which significantly contribute to the professional dialogue among second language teacher educators across languages, levels, settings, and geographic and second language contexts.

For purchasing information, see: www.erlbaum.com.

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

Edited by Bill Johnston and Suzanne Irujo

CARLA Working Paper Series #19 · May 2001 · 297 pages · \$15.00 + shipping

These fifteen selected papers from the First International Language Teacher Education Conference in 1999 focus on three particularly important areas in the field of language teacher education: the knowledge base of language teaching; processes of language teacher education; and sociocultural and political contexts of language teacher education. Like the conference itself, this collection brings together research, theory, and best practices from all contexts of language teacher education.

Available from the Center for Advanced Research on Language Acquisition. For purchasing information, see: www.carla.umn.edu/resources/working-papers.
