



2025 TALFL Conference Schedule

Sponsored by WCU Languages and Cultures Department & TESOL Program

9:30	10:00	Registration & Breakfast Ballroom 117A			
10:00	11:00	[Keynote] A Collaborative Approach to Language Education Using Technology Timothy Kochem Lecturer, Iowa State University Ballroom 117A			
		Room 209 [Paper]	Room 210 [Paper]	Room 252 [Demonstration]	Room 254 [Student Research]
11:10	11:40	Technology, emotion labor, and burnout in K-12 Foreign Language Teachers Dominik Wolff and Wyatt Kane West Chester University	How Accurate are Language Teacher's Estimates of their L1-L2 Use? Robert Lally and Amanda Brown Syracuse University	Introducing a new open-access textbook for French language learning Shureka Nyawalo University of Cincinnati	Peer-to-peer strategies for student involvement in Linguistics MA curriculum assessment and development Loretta Adadzewa Awuku, Sylvia Page, Johnson Akano, and Amanda Brown Syracuse University
11:45	12:15	Beyond the Classroom: Maximizing L2 Learners' Oral Proficiency Gains through Native Speaker Interactions Christine Coleman Núñez Kutztown University	Adoption of Innovative ELT Strategies by English Language Teachers in Rural Laos Linda Doeden and Esther Smidt West Chester University	Making Input Comprehensible Todd McKay, Kayla Dickens and Joe Claffey Avon Grove School District	Exploring Intercultural Communicative Competence in an EFL Context among Teachers and Students: Self-perceptions, Measure Levels, and the Role of AI Zeynep Saka Syracuse University
12:15	1:15	Lunch Ballroom 117A			
1:25	1:55	Hip-hop in the Second Language (L2) classroom Meg Niiler West Chester University	Affective engagement with Computer-Mediated Peer Feedback in Higher Education: Insights from Future English Teachers in Brazil Rafael Zaccaron and Donesca Cristina Puntel Xhafaj Universidade Federal de Santa Catarina		Language Reclamation Technologies: Talking Dictionaries as Valley Zapotec Teaching Pedagogies Esénia Bañuelos Bryn Mawr College
2:00	2:30	L2 Acquisition Beyond the Classroom: Working in a Non-Profit Health Clinic Andrea Varricchio and Madison Harkness West Chester University		Differentiating for ELs Katrina DePalma Avon Grove High School	Long Term Effects of Engagement with Multilingual Content on Undergraduate Linguistics Study Max Baker, Rogayah Alamarie, and Amanda Brown Syracuse University

11:10-11:40 a.m.	
Dominik Wolff and Wyatt Kane	Our study explores the intersection of technology and emotion labor through qualitative interviews with K-12 foreign language teachers whose backgrounds differed with regards to their native language, languages spoken/taught, and their level of classroom experience (1 to 30 years).
Robert Lally and Amanda Brown	Researchers advise practitioner professional judgments to manage classroom L1-L2 use. Triangulating observations, interviews, and surveys, this study revealed varied instructor L2 use, good levels of accuracy in instructor estimates of their own L2 use, and relationships between accuracy and experience.
Shureka Nyawalo	Parlons-en! Manuel de français intermédiaire et avancé is a new open-access digital textbook for students of French at the intermediate and advanced levels. The purpose of this presentation is to introduce this new manual to conference attendees.
Loretta Adadzewa Awuku, Sylvia Page, Johnson Akano, and Amanda Brown	The independent study and internship model facilitating peer-to-peer research not only provides students with real-world applications of applied/educational linguistics content but also promotes student involvement in curriculum assessment and development.
11:45-12:15 p.m.	
Christine Coleman Núñez	This session presents a study on the impact of native speaker (NS) conversations with trained TalkAbroad partners and university peer facilitators on Spanish learners' oral proficiency gains, offering insights into effective strategies for integrating NS interactions into the L2 curriculum.
Linda Doeden and Esther Smidt	This study explored the factors affecting the adoption of an innovative ELT strategy by rural Lao teachers, why they found it difficult to adopt the strategy, and how an understanding of this difficulty resulted in the creation of an in-service teacher training program.
Todd McKay, Kayla Dickens and Joe Claffey	This demonstration will include several research-based techniques for keeping our communication with students in the target language and comprehensible. Attendees will learn how to incorporate a variety of comprehension checks and build classroom discourse in the process.
Zeynep Saka	Exploring Intercultural Communicative Competence in EFL Contexts: This session examines EFL teachers' and students' self-perceptions and measured levels of Intercultural Communicative Competence (ICC), and the role of AI in enhancing ICC. Participants will gain insights into ICC assessment and AI's potential in language education.
1:25-1:55 p.m.	
Meg Niiler	Sample of activities for incorporating hip hop in L2 studies that you can take back to your classrooms
Rafael Zaccaron and Donesca Cristina Puntel Xhafaj	This session will explore the emotional dynamics of computer-mediated peer feedback in an English BA program, focusing on students' engagement, strategies to navigate feedback challenges, and possible approaches to enhancing feedback literacy and autonomy in future English teachers.
Esénia Bañuelos	This presentation centers the ongoing collaborative co-construction of three Valley Zapotec Talking Dictionaries by educators, scholars, linguistics, artists, and cultural experts the from Teotitlán del Valle, San Jerónimo Tlacoahuaya and San Lucas Quiavini Zapotec ethnolinguistic communities both in México and the United States. Using each respective Talking Dictionary as a constitution for a class curriculum, Esénia will explore the possibilities of Indigenous agenda in assembling language-teaching materials accessible to Valley Zapotec students in the United States in TESOL programmes.
2:00-2:30 p.m.	
Andrea Varricchio and Madison Harkness	L2 Acquisition continues after formal academic study. The presentation will demonstrate how the World-Readiness Standards for Learning Languages are met through on-the-job interactions with L1 speakers of Spanish at Community Volunteers in Medicine (CVIM) in West Chester.
Katrina DePalma	I will be discussing different ways to differentiate for ELs. This will include during lessons in an ELD classroom, sheltered classes, and co taught classes. I will have a sample lesson and discuss different ways I'd change things for different learners.
Max Baker, Rogayah Alamarie, and Amanda Brown	This presentation explores the long-term effects of student participation in CLAC (Cultures and Languages Across the Curriculum) assignments in linguistics classes. Implications for the role of linguistics classes in inclusion of multilingual experiences outside language classes will be discussed.