



## Announcements and news from our sponsors

### Call for Papers

*Second Language Research & Practice* is accepting submissions for the journal's sixth issue, to be published in Fall 2025. *SLRP* includes both reports and research papers following their respective [submission guidelines](#). [Submissions](#) are accepted on a rolling basis at any time of the year; however to publish in the sixth issue, priority will be given to research articles and reports received by **January 30, 2025**. The sixth issue will expand on the [Modern Language Association](#) panel *New Normal, New Urgency: Invisible and Emotion Labor in Language Program Advocacy* (session 607). Submissions do not have to be related to the theme, but those who wish to be included in the thematic section are encouraged to review the original [call for papers](#).

### SLRP Listserv

*Second Language Research & Practice* has a [listserv](#)! We invite you to subscribe to receive updates about the journal, including information about new issues.

### Request for Reviewers

Interested in reviewing submissions for potential publication in *Second Language Research & Practice* or know someone who might wish to serve as a reviewer? If so, register on the journal's [submission site](#)! Be sure to include your areas of research expertise to help the editors match submissions with qualified reviewers.

### Acknowledgments

#### **Assistant Editors**

The journal co-editors extend their deepest gratitude to Nolan Rachocki (German Studies, Michigan State University) and Lorraine Turpault d'Huvé (Second Language Acquisition and Teaching, University of Arizona, Tucson) for their assistance in copy-editing and final reviews. Nolan, the official *Second Language Research & Practice* Assistant Editor, not just copy edited, but prepared all page proofs, communicated with authors, and worked closely with our publisher, the *National Foreign Language Resource Center*, to get Volume 5, Issue 1 publication ready. He also has been invaluable as expert note-taker in editorial board meetings. It has been a pleasure working with Nolan and Lorraine. Thank you for all your good questions, feedback, and hard work! We wish you all the best in your graduate education journey.

### **Editorial Board**

The editors would like to recognize the colleagues serving on the *Second Language Research & Practice's* editorial board. We appreciate the trust they have put into us as new co-editors of the journal; their feedback on and support in steering the journal through the ever-changing publishing landscape; as well as their willingness to complete reviews. In line with the proposed theme of volume 6 on invisible labor, we want to make your labor for this journal visible and thank:

Mahmoud Azaz, University of Arizona  
Carl S. Blyth, University of Texas at Austin  
Cori Crane, University of Alabama  
Sébastien Dubreil, Carnegie Mellon University  
Hae-Young Kim, Duke University  
Liudmila Klimanova, University of Arizona  
Kelle Marshall, Pepperdine University  
Nicole Mills, Harvard University  
Nina Moreno, University of South Carolina  
Susanne Rotte, University of Illinois at Chicago  
Per Urlaub, Massachusetts Institute of Technology  
Chantelle Warner, University of Arizona  
Germán Zárate-Sández, Western Michigan University

### **Reviewers**

The editors would like to recognize the colleagues who took the time to review manuscripts for Volume 5, Issue 1 of *Second Language Research & Practice*. This journal could not function without their academic service and we are grateful for their contribution. As new co-editors we were struck by the thoughtful, constructive, and detailed feedback given by many reviewers. Again, in an effort to make visible this essential, yet invisible, labor, we want to thank:

Pia Banzhaf, Michigan State University  
Joshua Brown, University of Wisconsin, Eau Claire  
Chin-Chi Chao, National Chengchi University  
Matt Coss, Michigan State University  
Cori Crane, University of Alabama  
Amanda Dalola, University of Minnesota  
Sebastián Dubreil, Carnegie Mellon University  
Lara Ducate, University of South Carolina  
Megan Ferry, Union College

Julia Goetze, University of Wisconsin  
Stacy Katz Bourns, Northeastern University  
Stephanie Link, Oklahoma State University  
Gillian Lord, University of Florida  
Rachel Mamiya Hernandez, University of Hawai'i at Manoa  
Janice McGregor, University of Arizona  
Mandy Menke, University of Minnesota  
Kristen Michelson, Texas Tech University  
Kate Paesani, University of Minnesota  
Colleen Ryan, Tufts University  
Elu Tu, University of California, Santa Cruz  
Claudia Sánchez Gutiérrez, University of California, Davis  
Theresa Schenker, Yale University  
Jeanne Schueller, University of Wisconsin  
Bryan Smith, Arizona State University  
Marta Tecedor Cabrero, Arizona State University  
Joshua Thoms, Utah State University  
Chantelle Warner, University of Arizona  
Germán Zárate-Sández, Western Michigan University

### **AAUSC Leadership**

*Second Language Research & Practice* could not exist without the continued support from the *American Association of University Supervisors, Coordinators, and Directors of Language Programs* (AAUSC). We especially would like to thank Past President Amy Rossomondo (University of Kansas) and President Mandy Menke (University of Minnesota) for all their support during the transition of editorship. Thank you to all who serve this wonderful organization:

Mandy Menke, President, University of Minnesota  
Boris Yelin, Vice President, Northeastern University  
Kristen Michelson, Secretary, Texas Tech University  
Kelle L. Marshall, Treasurer, Pepperdine University  
Ayman Mohammed, Arabic Section Head, Michigan State University  
Yi Wang, Asian Languages Section Head, Stony Brook University  
Rachel Floyd, French Section Head, University of Georgia  
Jeanne Schueller, German Section Head, University of Wisconsin

Sara Mattavelli, Italian Section Head, Chapman University

Luis Gonçalves, Portuguese Section Head, Princeton University & Middlebury Portuguese School

Olga Klimova, Slavic Languages Section Head, University of Pittsburgh

Claudia Sánchez Gutiérrez, Spanish Section Head, University of California, Davis

Montserrat Mir, Spanish Section Head, Illinois State University

Germán Zárate-Sández, Spanish Section Head, Western Michigan University

Lina Lemos, Website Manager, University of California, Riverside

Helena Stech, Graduate Student Representative, Michigan State University

## **Publication Management**

The *Second Language Research & Practice* is supported and hosted only by the [National Foreign Language Resource Center](#) (NFRLC) at the University of Hawai'i at Mānoa. We would like to thank the NFRLC for allowing us to use their infrastructure for Open Access Journals. In particular, we would like to thank Richard Medina for his patience in answering all of our questions during this transitional period.

## **Sponsors**

*Second Language Research & Practice* is published on behalf of the [American Association of University Supervisors and Coordinators](#) (AAUSC) by the [National Foreign Language Resource Center](#) (NFRLC) at the University of Hawai'i at Mānoa. The journal is also supported by the following centers:

- [Center for Advanced Research on Language Acquisition](#) (CARLA), University of Minnesota
- [Center for Educational Resources in Culture, Language, and Literacy](#) (CERCLL), University of Arizona
- [Second Language Teaching and Resource Center](#) (L2TReC), University of Utah

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## American Association of University Supervisors and Coordinators (AAUSC)

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The mission of the American Association of University Supervisors, Coordinators, and Directors of Language Programs (AAUSC) is to promote, improve, and strengthen language instruction in the United States; strengthen development programs for TAs and other instructional faculty in language departments; promote research in second language acquisition and teacher development in postsecondary contents; and establish a space for exchange of ideas, experiences, and materials. Some highlights of how AAUSC carried out this mission in the past year include sponsoring and actively engaging in the Symposium on Language Pedagogy in Higher Education (SOLPHE) and our associated language section and organization meetings, awarding five Innovation in Language Program Direction awards (see winners on [our blog](#)), continuing support for the *Second Language Research & Practice* journal, organizing panels at the Modern Language Association annual convention, and holding an informal social gathering at the American Council on the Teaching of Foreign Languages annual convention. We look forward to continuing this work in 2024-2025 and welcome all who want to join the organization and participate in our activities.

### AAUSC Board of Directors

Congratulations to the following colleagues who were elected to the AAUSC Board of Directors or took on new roles in 2024:

- President: Mandy Menke (University of Minnesota Twin Cities)
- Vice-President: Boris Yelin (Northeastern University)
- Arabic Language Convener: Ayman Mohammed (Michigan State University)
- French Language Convener: Rachel Floyd (University of Florida)
- Italian Language Convener: Sara Mattavelli (Chapman University)
- Graduate Student Representative: Helena Stech (Michigan State University)

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## Center for Advanced Research on Language Acquisition (CARLA)

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CARLA at the University of Minnesota is an internationally known research and resource center devoted to improving language teaching and learning. Launched in 1993, CARLA supports language teachers around the world with professional development (summer institutes, workshops, conferences) and a website that offers research-based instructional and professional development materials on a wide range of topics.

### Language Resource Center Initiatives (2022–2026)

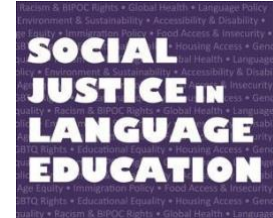
Through funding from the [U.S. Department of Education’s Title VI Language Resource Centers program](#), CARLA is currently carrying out seven initiatives in two focal areas. *Language-content integration* initiatives include [Literacies in Language Education](#), [Secondary Dual Language Immersion: Materials Development & Research](#), and [Social Justice in Language Education](#). *Teacher Education & Advocacy* initiatives include [Equity & Access to State Seals of Biliteracy](#), the [International Language Teacher Education Conference](#), [Language Program Direction](#), and [Practical Program Evaluation](#).

### CARLA Presentations and workshops

CARLA offers a presentation series and a variety of workshops throughout the year, all of which are available online. See our [full listing of events](#) online.

### Social Justice in Language Education

The [Social Justice in Language Education](#) initiative aims to improve teachers’ understanding and application of critical pedagogies as they teach social justice themes. The research component of this initiative investigates postsecondary language teachers conceptualizations, identity formation, and classroom practices as they create social justice lessons and implement them in the classroom. Two recent open-access articles present findings from this research: [Postsecondary French, German, and Spanish Teachers’ Conceptualizations of Social Justice: A Case Study](#) and [\(Re\)constructing and \(Re\)negotiating Identities: A Case Study of Postsecondary Language Teachers and Social Justice](#).



### Keep Current with CARLA

Receive news from CARLA by signing up for our quarterly e-newsletter, the [CARLA Update](#) or by following us on social media – you’ll find CARLA on [Facebook](#) and [X](#).

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## Center for Educational Resources in Culture, Language, and Literacy (CERCLL)



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The **Center for Educational Resources in Culture, Language and Literacy (CERCLL)** is a National Language Resource Center with a mission to promote the integration of languages, literacies, and intercultural perspectives. Existing teaching and learning resources are searchable on CERCLL's website: <http://cercll.arizona.edu>, where details are available for professional development opportunities (most with Continuing Education/micro-credentials) and new projects under development.

### Upcoming Professional Development

**Free Webinar Series** – CERCLL hosts several individual, and multi-part series of webinars throughout the year. The last in our **Virtual Exchange in Language Education** series is on December 12, when Marta Tecedor (Arizona State University) will speak on *Leveraging the Power of a Professional Conversation Partner in the Language Classroom*. <https://cercll.arizona.edu/ve24/>. Past webinar recordings and details about future events are here: <https://cercll.arizona.edu/webinars/>.

Two **Summer Institutes** are scheduled for 2025 (<https://cercll.arizona.edu/summerinstitutes/>):

*Forced and Chosen Journeys: Refugee and Immigrant Experiences in Youth Literature*, June 2-5, is an IN-PERSON institute at the University of Arizona, in which participants will examine ways to aid children to critically engage with story as a means of making sense of their own lives, and of understanding the lives of children whose experiences differ from their own. Travel funding is available.

*Contemporary Applied Linguistics for Language Educators*, June 9-13, is a free VIRTUAL institute that will guide educators in the use of a forthcoming OER from CERCLL. The editors (Julieta Fernandez and Chantelle Warner, University of Arizona) and contributing authors will present, leading attendees through methods to apply the chapters and practical activities to participants' own teaching contexts.

### Call for Proposals

From January, CERCLL is accepting proposals for the **10<sup>th</sup> International Conference on the Development and Assessment of Intercultural Competence** (February 27 to March 1, 2026). The theme is *Intercultural Competence in a Rapidly Changing World: Supporting Inclusive and Sustainable Futures*. <https://icc.cercll.arizona.edu/>

### Some New Resources this Year

**Geoliteracies and Place-Based Language Learning** is an open website that introduces tools and provides pedagogically designed lesson plans that encourage students to engage in place-based learning. <https://oer.cercll.arizona.edu/footprints/>

**Teaching Chinese in US K-12 Schools** is an open website that includes themes developed from surveys and interviews involving K-12 Chinese language teachers from across the United States, and a resource page designed for teacher trainers and novice teachers alike, to identify various kinds of professional development opportunities and teaching materials. <https://oer.cercll.arizona.edu/teaching-chinese/>

Stay up to date on events and other resources and language- and culture-related opportunities by following CERCLL on [Facebook](#), [X](#), [Instagram](#), [LinkedIn](#), and by joining CERCLL's listserv: <https://cercll.arizona.edu/contact/>.

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## Second Language Teaching and Resource Center (L2TReC)



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L2TReC supports research on second language acquisition (SLA) and works with L2 teachers at all levels of instruction. The Center hosts events and workshops on SLA research, curriculum development, and assessment, and is a resource for the university and the community on foreign language education. Through its partnership with the Utah State Board of Education, the Center promotes a K-16 vision for Utah's Dual Language Immersion (DLI) Program and administers the statewide Bridge Program for high school students.

### Corpus Work Updates

L2TReC is proud to present two continuously growing corpora of learner language, designed to enrich our understanding of second language acquisition: The Multilingual Corpus of Second Language Speech ([MuSSeL](#)) and the Corpus of Utah Dual Language Immersion ([CUDLI](#)). The MuSSeL corpus includes samples from three learning contexts (child immersion classroom, adult language classroom, and adult post-immersion) across five languages: Chinese, French, Portuguese, Russian and Spanish. The corpus is searchable using various filters, e.g., language, age group, gender, learning context, topic, and proficiency level. CUDLI, on the other hand, focuses exclusively on the child immersion classrooms, documenting progress in Chinese, French, German, Portuguese, and Spanish. CUDLI offers rich metadata, allowing for searches across a wide array of variables such as language, gender, grade level, immersion type, years of study, test form, and topics, as well as students' proficiency ratings in writing, reading, and listening sections of the AAPPL test. If you are interested in conducting research or developing language teaching materials using MuSSeL or CUDLI, please contact Yejin Jung ([y.jung@utah.edu](mailto:y.jung@utah.edu)).

The corpus team at the L2TReC organizes webinars and face-to-face workshops to advance corpus accessibility for DLI educators and equip them with the expertise to craft corpus-informed materials tailored to their DLI classrooms. Archived webinar recordings are available for on-demand access on our [website](#). In-person corpus workshops take place annually during the summer. Check the L2TReC website for upcoming opportunities.

### DLI Video Library

The library includes over 50 videos taken in Chinese, French, German, Portuguese, Russian, and Spanish DLI classrooms. Videos are published in both short and longer formats and are accompanied by narrative descriptions and analysis of teaching practices, as well as downloadable supporting materials. Access to the video library is available to educators with a K12 or university email address by [submitting a request](#).

### The Advanced Language Learning Bridge Program

L2TReC administers the state of Utah's innovative [Bridge Program](#) that offers an advanced language pathway for high school students who have passed the Advanced Placement (AP) Language and Culture Exam, "bridging" the gap between completion of the exam and higher education. All six public Utah universities are active partners in the program. Students begin upper division university language course work in the high school setting, where each 3-credit college course extends over a full academic year of high school. This rigorous and supportive environment establishes a university and career pathway in two languages, and seeks to promote access to bilingual, biliterate, and bicultural citizenship in Utah.

Please stay tuned to our social media accounts for future events and corpus updates: [Instagram](#), [Facebook](#), [LinkedIn](#) and [X!](#)

## National Foreign Language Resource Center (NFLRC)



National Foreign Language Resource Center  
University of Hawai'i at Mānoa

The University of Hawai'i [National Foreign Language Resource Center](#) (NFLRC) engages in research and materials development projects and conducts workshops and conferences for language professionals among its many activities.

### Russian Online Language Pedagogy panel session recordings available

This summer the NFLRC hosted a [Russian Online Language Pedagogy series](#) with panel sessions focused on three key areas of teaching Russian online, with strategies and resources shared by our five guest speakers:

1. Adapting materials and resources
2. Teaching writing and reading in Russian
3. Learner interaction



The [video recordings](#) are available for those who missed these engaging, inspiring sessions. For those who don't want to watch the panel sessions in one sitting, we have them broken down into [video clips per each interview question](#).

### 8th Foreign Language Education and Technology (FLEAT) Conference



It's time to mark your calendar for June 25 – 28, 2025 for the FLEAT 8 conference in Hawai'i!

IALLT and the Japan Association for Language Education and Technology (LET) are excited to collaborate again on the 8th FLEAT (Foreign Language Education and Technology) conference. This event will be sponsored by IALLT, LET, the National Foreign Language Resource Center (NFLRC) and the Center for Language and Technology (CLT) at The University of Hawai'i at Mānoa.

### Meet the Title VI Language Resource Centers!

Check out our new [YouTube video](#) and [learn more about the sixteen Language Resource Centers \(LRCs\)](#) and what they offer! Also visit our [joint LRC website](#).



## Thank you to previous editors

As the co-editorship of the *Second Language Research and Practice* transitions to Senta Goertler and Jesse Gleeson with the current issue (Volume 5, Issue 1), we would like to take this opportunity to publicly express the AAUSC's profound gratitude to the journal's founding co-editors, Kate Paesani and Johanna Watzinger-Tharp. It was their vision, with the support of the Editorial Board, to transition from a printed annual volume to an open access digital journal, so that the important work of our colleagues might have a broader reach and greater impact.

As discussed in detail in the preface of the inaugural volume of *SLRP* in 2020 (<http://hdl.handle.net/10125/69837>), the thirty years of annual volumes published by Heinle & Heinle from 1990-2019 served to provide a venue for fostering scholarship and research in postsecondary world language teaching and learning. By giving voice to prominent scholars in our field, the annual volumes explored thematic issues relevant to the development of language acquisition theory and to the improvement of undergraduate curricula and pedagogical preparation of teaching assistants. As emerging scholars in the field, we eagerly awaited receiving the volumes in the mail each year and were thrilled when offered the opportunity to contribute to the volumes ourselves. However, accessing and citing the important work in these volumes became more challenging as the medium of scholarship shifted from print to digital. Without Kate and Johanna's vision and hard work securing permission to index and digitally publish the volumes as part of the new journal, this history of scholarship in our profession might have been lost. Now, these foundational texts are easily accessible to scholars worldwide.

Surpassing this accomplishment, the creation of an open access, refereed journal of the AAUSC has provided a venue for promoting contemporary scholarship in postsecondary language education from theoretical, empirical, and practical perspectives. This required their securing financial and logistical support from private donations and Language Resource Centers across the country. The result of their commitment to the profession is a thriving journal with an inclusive approach that enables a more diverse range of voices to become a part of the conversation and serves to elevate the important work of both established and emerging scholars and practitioners in our field. Over the past four years, Kate and Johanna oversaw the publication of four volumes, that include twenty-four research articles and eighteen reports from 75 scholars, representing all language sectors supported by the AAUSC. We are deeply appreciative of their vision, leadership, and expertise and the countless hours of work that have resulted in *Second Language Research and Practice*, and we are confident that Senta and Jesse will carry on their amazing legacy.

With deep respect and gratitude,

Amy Rossomondo & Mandy Menke