

AAUSC Issues in Language Program Direction 2011

Educating the Future Foreign Language Professoriate for the 21st Century

Heather Willis Allen
Hiram H. Maxim
Editors



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States



**AAUSC Issues in Language
Program Direction 2011:
Educating the Future Foreign
Language Professoriate for
the 21st Century**
Heather Willis Allen,
Hiram H. Maxim
Editors

Publisher: Beth Kramer

Editorial Assistant: Laura
Kramer

Media Editor: Morgen Murphy

Marketing Program Manager:
Caitlin Green

Manufacturing Planner: Betsy
Donaghey

Rights Acquisition Specialist:
Mandy Groszko

Design and Production Services:
PreMediaGlobal

© 2013 Heinle, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and
technology assistance, contact us at **Cengage Learning
Customer & Sales Support, 1-800-354-9706**

For permission to use material from this text or product,
submit all requests online at **www.cengage.com/permissions**.

Further permissions questions can be emailed to
permissionrequest@cengage.com.

Library of Congress Control Number: 2011938980

ISBN-13: 978-1-133-31278-9

ISBN-10: 1-133-31278-0

Heinle

20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil and Japan. Locate your local office at **international.cengage.com/region**

Cengage Learning products are represented in Canada by
Nelson Education, Ltd.

For your course and learning solutions, visit
www.cengage.com.

Purchase any of our products at your local college store or at our
preferred online store **www.cengagebrain.com**.

Printed in the United States of America

1 2 3 4 5 6 7 15 14 13 12 11

Contents

<i>Acknowledgments</i>	v
<i>Editorial Board</i>	vi
<i>Annual Volumes of Issues in Language Program Direction</i>	vii
<i>Abstracts</i>	ix

Introduction

Heather Willis Allen	Foreign Language Graduate Student	
Hiram H. Maxim	Professional Development—Past, Present, and Future	xv

Part One	Reconceptualizing Teacher Development for Foreign Language Graduate Students	1
-----------------	---	---

	Chapter 1	
Richard Kern	Teaching Language and Culture in a Global Age: New Goals for Teacher Education	3

	Chapter 2	
Heidi Byrnes	Reconsidering Graduate Students' Education as Scholar-Teachers: Mind Your Language!	17

Part Two	Developing Teacher-Scholars in Foreign Language Graduate Education	43
-----------------	---	----

	Chapter 3	
Todd W. Reeser	Preparing Graduate Students to Teach: The Role of Literature Faculty	45

	Chapter 4	
Kate Paesani	A Literacy-Based Approach to Foreign Language Teacher Development	60

	Chapter 5	
Marianna Ryshina- Pankova	Preparing Graduate Student Teachers for Advanced Content-Based Instruction: Exploring Content Through Grammatical Metaphor	82

iii

Part Three	Envisioning New Forms of Foreign Language Graduate Student Professional Development	105
	Chapter 6	
Cori Crane, Misumi Sadler, Jeeyoung Ahn Ha Peter Otiato Ojiambo	Beyond the Methods Course: Using Exploratory Practice for Graduate Student Teacher Development	107
	Chapter 7	
Amy Rossomondo	The <i>Acceso</i> Project and Foreign Language Graduate Student Professional Development	128
	Chapter 8	
Carl Blyth	The Relevance of Cultural Linguistics to Foreign Language Graduate Education: From “Language and Culture” to “Language as Culture”	149
Part Four	Researching Foreign Language Graduate Student Professional Development	169
	Chapter 9	
Heather Willis Allen Beatrice Dupuy	Evolving Notions of Literacy-Based Foreign Language Teaching: A Qualitative Study of Graduate Student Instructors	171
	Chapter 10	
Joshua J. Thoms	Investigating Foreign Language Graduate Student Instructors’ Perceptions and Use of Technology in the Classroom	192
	Chapter 11	
Emily E. Scida Yitna Firdyiwek	Video Reflection in Foreign Language Teacher Development	212
	Coda	
Hiram H. Maxim Heather Willis Allen	Foreign Language Graduate Student Teacher Development in the Twenty-First Century: Challenges and Opportunities for Collegiate Foreign Language Studies	231
<i>Contributors</i>		238

Acknowledgments

The 2011 volume in the annual AAUSC series on Language Program Direction has profited from the collaboration of numerous people who generously contributed their time and expertise. Our collaboration as co-editors was supported by the past Series Editor, Carl Blyth, and the current Series Editor, Stacey Katz Bourns, from the volume's inception to its publication. Further, we wish to thank the entire Editorial Board of the AAUSC for guidance in shaping the project from its initial formulations to its current form. Thought-provoking and timely reviewing was a critical force in refining the contributions to the volume, and we much appreciate the efforts of each Editorial Board member who served as a manuscript reader: Carl Blyth, Heidi Byrnes, Stacey Katz Bourns, Robert Davis, Glenn Levine, Judy Liskin-Gasparro, Sally Magnan, Kate Paesani, Fernando Rubio, Virginia Scott, Johanna Watzinger-Tharp. In addition, other scholars served as manuscript readers and provided valuable insights and feedback, including Zsuzsi Abrams, Carlee Arnett, Nike Arnold, Cindy Brantmeier, Sebastien Dubreil, Lara Ducate, Thomas Garza, Celeste Kinginger, Cheryl Krueger, Jamie Rankin, Robert Terry, Per Urlaub, and Chantelle Warner.

We also wish to thank Heinle Cengage Learning for their continued support of the AAUSC Issues in Language Program Direction series and, in particular, Beth Kramer, Publisher, for her assistance in getting this volume to press. We are also grateful for the efforts of Poornima Aishwarya, Project Manager at PreMediaGlobal, for her help in preparing the volume for production.

Finally, we appreciate each scholar who expressed interest in this volume and helped define its focus on how future foreign language professors should be educated as teacher-scholars in light of the realities of the 21st century.

Heather Willis Allen and Hiram H. Maxim
Editors

Abstracts

HEATHER WILLIS ALLEN

BEATRICE DUPUY

Evolving Notions of Literacy-Based Foreign Language Teaching: A Qualitative Study of Graduate Student Instructors

The effectiveness of professional development for future foreign language (FL) professors is more salient than ever, given the significant role played by graduate student instructors (GSIs) in undergraduate education and recent calls for change in the collegiate FL curriculum requiring sophisticated understandings of integrating the teaching of language, literature, and culture.

Taking a sociocultural theory perspective, this chapter reports on a study of five FL GSIs' experiences learning to teach that sought to determine how participation in an advanced pedagogy seminar influenced GSIs' notions of *literacy* as a framing construct for collegiate FL curricula. Findings showed that through involvement in the seminar, participants progressed toward a more theoretically based definition of literacy and an awareness of its cognitive and sociocultural dimensions. However, after the seminar, not all participants demonstrated alignment in constructing their teaching practices through conceptual and pedagogical tools of literacy.

CARL BLYTH

The Relevance of Cultural Linguistics to Foreign Language Graduate Education: From Language-and-Culture to Language-as-Culture

This essay recounts the impact of the 2007 MLA Report on the development of a graduate course in linguistics. Blending anthropology's traditional concern for the cultural context with cognitive linguistics' emphasis on abstract models of knowledge, cultural linguistics provides an integrative framework for analyzing the intersection of language, culture and cognition. In particular, this essay demonstrates four pedagogical activities that help graduate students understand differences in "meaning, mentality, and worldview" between the L1 and the L2. It is argued that the application of cultural linguistics to foreign language courses is likely to foster greater "meta-cultural awareness" of language, that is, an understanding of how language is used to create meaning in cultural communities.

HEIDI BYRNES

Reconsidering Graduate Students' Education as Scholar-Teachers: Mind Your Language!

This contribution argues that the education of the future professoriate must be based on a comprehensive view of the work of FL professionals. That requires the FL field to develop a coherent intellectual foundation and educational philosophy

~~capable of assuring the validity and value of the range of its contributions—in teaching, scholarship, and service. The paper proposes a reimagined shared *knowledge about language* as that necessary foundation, substantiating the argument from several perspectives: investigation of the conceptualization of language underlying the MLA Report; a projection of future demands on faculty with regard to knowledge about language; the possibilities of systemic functional linguistics to provide suitable conceptual constructs and educational proposals; a critique of the current situation in core areas of the field; features of a reconceptualized TA education; and reflections on future steps that might enable language professionals to “mind our language” while we “mind the store.”~~

**CORI CRANE,
MISUMI SADLER,
JEEYOUNG AHN HA
AND PETER OTIATO OJIAMBO**

Beyond the Methods Course: Using Exploratory Practice for Graduate Student Teacher Development

A qualitative analysis of graduate student teachers' shared experiences in a teacher support group is presented. The analysis focuses on how the reflective teaching framework of exploratory practice can benefit more experienced graduate student teachers and provide a potential interdisciplinary model for professional development beyond the first-year teaching methods course in collegiate foreign language programs. Drawing on individual written reflections and transcripts from four collaborative group meetings over a two-month period, the authors show how a teacher support group made up of graduate students and language program coordinators enabled three experienced graduate student teachers to develop personally meaningful insights on their classrooms and learners. Findings from the study point to opportunities afforded for the graduate student teachers in understanding three interrelated areas of their teaching: (1) that reflection about teaching must involve learners, (2) that teaching is an inherently complex and dynamic process, and (3) that teaching communities promote deep understanding of classroom teaching.

RICHARD KERN

Teaching Language and Culture in a Global Age: New Goals for Teacher Education

This chapter reviews four examples of new thinking in the teaching of foreign languages and cultures that reorient our goals from *acquisition* of language to understanding *relational* dimensions of language and language use (literacy, translingual and transcultural competence, plurilingualism and pluriculturalism, symbolic competence). Implications are derived for the preparation of graduate student instructors, which center around three areas: (1) broadening graduate students' understanding of what language teaching is all about, (2) considering a less absolute “monolingual” approach to the teaching of foreign languages, and (3) encouraging the development of language awareness. The chapter concludes

ABSTRACTS

~~with a few practical examples of how some of the identified areas are being addressed at UC Berkeley. These examples include apprenticeship with a mentor teacher, observations by other faculty, pedagogy courses, expanding the typical range of courses taught, learning to design a special topic course, and building an intellectual community around language and culture teaching.~~

KATE PAESANI

A Literacy-Based Approach to Foreign Language Teacher Development

The purpose of this chapter is twofold: (1) to investigate connections between the reform of bifurcated foreign language (FL) programs, as proposed in the 2007 MLA Report, and FL teacher development; and (2) to explore what types of methods courses establish this connection. To meet these goals, the author first summarizes current limitations of collegiate FL teacher development in the bifurcated system and identifies key issues related to rethinking this development for the twenty-first century. Next, she presents an alternative to FL teacher development that addresses the recommendations of the MLA Report. Specifically, she argues in favor of training in literacy-based pedagogy and provides an example of a literacy-based methods course, supported by data that illustrate its efficacy. Finally, she discusses the benefits and limitations of the literacy-based methods course, its implications for FL teacher development, and its potential contribution to the reform of bifurcated programs.

TODD W. REESER

Preparing Foreign Language Graduate Students to Teach: The Role of Literature Faculty

This chapter discusses how faculty who work and teach in literary/cultural studies can contribute to training graduate students in teaching at the upper levels. Beginning with some ideas about how the various, usually separate, aspects of graduate education “in literature” can begin to be placed in a more productive dialogue, the chapter then focuses on ways in which graduate literature seminars can directly dialogue with teaching. After considering key textual or contextual questions around a given author, theme, or period over the course of a semester, faculty could invite graduate students to think about how those “research” questions can be adapted to the undergraduate classroom. As a representative case study, the author draws upon his own experiences teaching graduate seminars in Renaissance French literature.

AMY ROSSOMONDO

The *Acceso* Project and Foreign Language Graduate Student Professional Development

This chapter describes how the *Acceso* project affords graduate student instructors (GSIs) unique opportunities for professional and pedagogic development. Through guided collaboration, the GSIs contribute to curricular development for the foundational levels of language studies in a way that answers the 2007

MLA Report's call for curricular reform via integration of content exploration and form-focused study. To this end, the University of Kansas has created the open access, Web-based *Acceso* platform, which structures the content of a critical cultural inquiry-based curriculum developed for intermediate-level learners of Spanish. Graduate student perception of their own professional growth as a result of collaborating in the design and implementation of the initial phase of the project is explored through the analysis of an anonymous open-ended questionnaire completed by a subset of the project's participants (n=17). The participants' reflections reveal that the *Acceso* project provided opportunities for pedagogic and professional development and suggest directions for improvement in subsequent stages.

MARIANNA RYSHINA-PANKOVA

Preparing Graduate Student Teachers for Advanced Content-Based Instruction: Exploring Content Through Grammatical Metaphor

The challenge of integrating language and content instruction, especially at the advanced proficiency levels, has been central for the profession and is described as such in the 2007 MLA Report and in other recent publications. Graduate students who, as practice shows, have not really experienced integrated instruction themselves need to be equipped with the knowledge and tools to implement it. This paper reports on the preparation of graduate student instructors to teach content- and language-integrated courses by introducing them to the notion of grammatical metaphor as particularly important for meaning making in advanced literacy texts. Specifically, this chapter presents materials for exploring the form and function of grammatical metaphor with graduate students and illustrates how they successfully utilize the concept in an independent materials development project for a unit on German history in an upper-level course.

EMILY E. SCIDA AND YITNA FIRDIWEK

Video Reflection in Foreign Language Teacher Development

This chapter examines the effects of the integration of video technologies and online teaching portfolios to support significant levels of teacher reflection and teacher learning in a foreign language teacher education course. The authors looked at levels of reflection in three course activities that integrated video: (1) reflection on best practices through video; (2) self-videotaping, video editing, and embedding of video clips in online reflective essays; and (3) action research papers. They analyzed the data using Hatton and Smith's (1995) criteria for levels of reflection. The results indicate that the active use of video technologies (video editing, selection, and embedding of clips) compels graduate student teachers to make specific and accurate observations about teaching and to back these up with concrete visual evidence, resulting in reflections that are more focused and less superficial. This research contributes to an understanding of teacher development and addresses a gap in research on technology use, especially video technology, to support professional development of graduate students in higher education contexts.

ABSTRACTS

JOSHUA A. THOMS

Investigating Foreign Language Graduate Student Instructors' Perceptions and Use of Technology in the Classroom

This study investigates how graduate student instructors (GSIs) in several universities across the United States perceive and make use of technology to teach foreign language (FL) courses. Results indicate that while the majority of GSIs receive some kind of CALL training upon entering their programs, much of the training focuses on technologies that are not Web 2.0 tools (e.g., wikis, blogs, social networking sites). Specifically, participants indicate that they use PowerPoint, grammatical and lexical websites, and discussion boards most often in teaching. Survey results also suggest that lack of planning time, limited online exercises that accompany their textbook, and teaching in a classroom without media were significant factors impeding their use of technology in their courses. Suggestions are offered regarding how CALL training can be improved for GSIs to better prepare them for their future careers in academia.

Contributors

Heather Willis Allen (Ph.D., Emory University) is assistant professor of French at the University of Wisconsin–Madison, where she also serves as course chair for Elementary French One and participates in the doctoral program in second language acquisition. Her research focuses on teacher development for foreign language graduate students, literacy-based foreign language instruction, and language-learning motivation. Her publications have appeared in the *ADFL Bulletin*, *Foreign Language Annals*, *Frontiers: The Interdisciplinary Journal of Study Abroad*, the *French Review*, the *Journal of Studies in International Education*, and the *Modern Language Journal* as well as in several edited collections and AAUSC volumes. She is currently coauthoring a literacy-based cultural studies textbook titled *Alliages Culturels: La Société Française en Transformation* (Heinle-Cengage). E-mail: hwallen@wisc.edu

Carl Blyth (Ph.D., Cornell University) is associate professor of French linguistics and director of the Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin. His research interests include computer-mediated communication, corpus linguistics, cross-cultural and intercultural pragmatics, semiotics, and sociolinguistics. His articles have appeared in the *Modern Language Journal*, *CALICO Journal*, *Computers and Education*, and he has recently published book chapters on the use of nonnative role models for language learning, pedagogical norms for narrative discourse, research approaches to mediated discourse in foreign language education, and the development of open models for educational publishing. His current project is a systemic–functional analysis of affective language in French and American English. E-mail: cblyth@mail.utexas.edu

Heidi Byrnes (Ph.D., Georgetown University) is George M. Roth Distinguished Professor of German at Georgetown University. Her research focuses on the acquisition of academic literacy in a second language by adult instructed learners from curricular, pedagogical, and assessment perspectives. Her most recent publication, coauthored with Hiram Maxim and John Norris, is *Realizing Advanced Foreign Language Writing Development in Collegiate Education: Curricular Design, Pedagogy, Assessment* (2010). It advocates integrating assessment practices into curricular and pedagogical practices if the value of college foreign language studies, particularly at the advanced levels, is to be realized. She currently serves as immediate past president of the American Association for Applied Linguistics and has been selected as the new editor in chief of the *Modern Language Journal*, beginning in 2013. E-mail: byrnes@georgetown.edu

Cori Crane (Ph.D., Georgetown University) is assistant professor and director of the basic language program for German in the Department of Germanic Languages and Literatures at the University of Illinois at Urbana-Champaign. Her research interests include second language writing, evaluative language, pedagogy

AUTHORS' BIOGRAPHICAL INFORMATION

and curriculum development, and graduate student teacher education. She is currently serving as the German section head for the AAUSC. E-mail: ccrane@illinois.edu

Beatrice Dupuy (Ph.D., University of Southern California) is associate professor of French and Foreign language education at the University of Arizona, where she also directs the Introductory and Intermediate French program. She is a faculty member of the interdisciplinary Ph.D. Program in Second Language Acquisition and Teaching (SLAT) and codirector of the Center for Educational Resources in Culture, Language, and Literacy (CERCLL), a Title VI language resource center funded by the U.S. Department of Education. Her research focuses on foreign language graduate students' professional development and literacy-based foreign language curriculum and instruction. She has published articles in *Foreign Language Annals*, the *Canadian Modern Language Review*, *System*, and *Applied Language Learning*. She recently coauthored a first-year French textbook, *Français-Monde: Connectez-vous à la Francophonie*. E-mail: bdupuy@email.arizona.edu

Yitna Firdyiwek (Ph.D., University of Virginia) received his Ph.D. in instructional technology from the Curry School of Education at the University of Virginia, where he currently is faculty consultant in IT. His content areas are in composition and English as a second language, and his instructional technology research focuses on electronic performance support for instructors in those areas. He is the designer of *E-folio*, an experimental course management system based on the portfolio method of teaching. E-mail: ybf2u@virginia.edu

Jeeyoung Ahn Ha (M.A., University of Illinois at Urbana-Champaign) is the director of the Korean language program at the Department of East Asian Languages and Cultures at the University of Illinois at Urbana-Champaign. She coordinates all instructional levels and teaches intermediate and advanced Korean classes in the content-based curriculum. Her research interests include Korean language pedagogy and foreign language teacher education. E-mail: j-ahn3@illinois.edu

Richard Kern (Ph.D., University of California, Berkeley) is associate professor of French and director of the Berkeley Language Center at the University of California at Berkeley. He teaches courses in French linguistics, applied linguistics, and foreign language pedagogy, and supervises graduate teaching assistants. His research interests include language acquisition, literacy, and relationships between language and technology. He is the author of *Literacy and Language Teaching* (2000), which deals with the theory and practice of reading and writing in a foreign language. He coedited *Network-Based Language Learning: Concepts and Practice* (2000) with Mark Warschauer, and *Décrire la conversation en ligne* (2011) with Christine Develotte and Marie-Noëlle Lamy. E-mail: rkern@berkeley.edu

Hiram H. Maxim (Ph.D., University of Texas at Austin) is associate professor in the German Studies Department and a core faculty member in the linguistics program at Emory University. His research interests lie in the general area of instructed

adult second language acquisition, with specific interest in the relationship between second language reading and writing and curricular approaches that facilitate that intersection. His work has appeared in the *Modern Language Journal*, *Foreign Language Annals*, *Die Unterrichtspraxis*, and *ADFL Bulletin* and in various edited volumes. He coedited with Heidi Byrnes the AAUSC volume on advanced foreign language learning (Heinle, 2004) and coauthored with Heidi Byrnes and John Norris the monograph *Realizing Advanced Foreign Language Writing Development in Collegiate Education: Curricular Design, Pedagogy, Assessment* (Wiley-Blackwell, 2010). E-mail: hmaxim@emory.edu

Peter Otiato Ojiambo (Ph.D., Ohio University) is assistant professor in the Department of African and African-American Studies at the University of Kansas. His research interests include African language pedagogy and critical and relational theories in education. He has written several papers on education and language teaching and has published an educational biography, *Teaching Beyond Teaching: Dr. Geoffrey William Griffin and Starehe Boys Centre and School* (2008). E-mail: ojiambo@ku.edu

Kate Paesani (Ph.D., Indiana University) is associate professor of French and director of basic French courses at Wayne State University, where she teaches courses in French language and linguistics, second language acquisition, and foreign language pedagogy. Her research interests include literacy-based approaches to language instruction, the role of literary texts in the undergraduate curriculum, and foreign language teacher development. She coedited the 2005 AAUSC volume, *Language Program Articulation: Developing a Theoretical Foundation* and has published articles in *Annual Review of Applied Linguistics*, *Foreign Language Annals*, *the French Review*, and *L2 Journal*. She is former French section head and current vice president and president-elect of the AAUSC. E-mail: k.paesani@wayne.edu

Amy Rossomondo (Ph.D., Indiana University) is assistant professor and codirector of the Spanish Basic Language Program at the University of Kansas, where she teaches both undergraduate and graduate courses in applied linguistics, second language acquisition, and approaches to foreign language classroom instruction. She also mentors and oversees graduate student instructors. Her research interests include the acquisition of verbal morphology, foreign language program articulation, and applications of Web-based technologies to foreign language instruction. She has published articles in journal such as *Studies in Second Language Acquisition* and *Hispania* and is the creator and director of the *Acceso* project. E-mail: arossomo@ku.edu

Marianna Ryshina-Pankova (Ph.D., Georgetown University) is assistant professor and director of curriculum in the German Department at Georgetown University. She teaches at all levels of the undergraduate curriculum as well as graduate seminars on foreign language teaching and advanced literacy development. Her research interests include foreign language pedagogy and content-and language-integrated curriculum design, second language writing, discourse

AUTHORS' BIOGRAPHICAL INFORMATION

analysis, and language teacher education. She has published on genre-based pedagogy, grammatical metaphor as a feature of advanced literacy, cohesion and coherence in advanced FL writing, and development of interactional resources in foreign language writer texts. Together with Cori Crane, she is currently working on the book project *Narrative and Foreign Language Learning: Curricular and Pedagogic Perspectives* (de Gruyter). E-mail: ryshinam@georgetown.edu

Todd W. Reeser (Ph.D., University of Michigan, Ann Arbor) is associate professor of French at the University of Pittsburgh. He has published a number of articles on French Renaissance literature and culture, French film, critical theory, and pedagogy. He has written two monographs, *Moderating Masculinity in Early Modern Culture* (2006) and *Masculinities in Theory* (2010). He recently coedited *Approaches to Teaching the Works of François Rabelais* (2011). His current research project is a book on the early modern reception of Platonic sexuality. E-mail: reeser@pitt.edu.

Misumi Sadler (Ph.D., University of Arizona) is associate professor of Japanese linguistics and pedagogy and coordinates the first- and second-year Japanese Language Program at the Department of East Asian Languages and Cultures at the University of Illinois at Urbana-Champaign. Her research areas are discourse and grammar, language change, the development of intercultural competence, and teaching Japanese as a foreign language. E-mail: sadlerm@illinois.edu

Emily E. Scida (Ph.D., Cornell University) is associate professor of Spanish and director of the Spanish and Italian language programs at the University of Virginia. She teaches courses in Spanish linguistics and foreign language pedagogy and also directs the Summer Language Institute in her department. Her research interests include teacher development, technology integration, assessment, applied linguistics, comparative romance linguistics, and historical syntax. Her current project explores improving foreign language teaching through graduate student teacher training, professional development, and assessment. E-mail: ees2n@virginia.edu

Joshua A. Thoms (Ph.D., University of Iowa) is assistant professor of Spanish Applied Linguistics at Utah State University. He is the recipient of the 2010 ACTFL/*Modern Language Journal* Emma Marie Birkmaier Award for Doctoral Research in Foreign Language Education. His research focuses on variables that affect how oral discourse evolves between instructor and students in whole-class discussions in second language (L2) literature classrooms as well as the use of technology in L2 learning and teaching and issues related to TA professional development. He teaches undergraduate and graduate courses on foreign language teaching methodology, theories of second language acquisition, research methodologies in applied linguistics, and computer-assisted language learning. E-mail: joshua.thoms@usu.edu