

ICLL 2022 PLENARY & WORKSHOP PRESENTERS



KEYNOTE SPEAKER

DR. KEITH E. WEBB

Dr Keith E. Webb, PCC is the founder and President of Creative Results Management, a global leader development organization focused on equipping Christian leaders in coaching skills. For 20 years, Keith lived in Japan, Indonesia, and Singapore. He is the author of The COACH Model for Christian Leaders and provides training through <https://creativeresultsmanagement.com>


PLENARIES



Plenary 1

CATHY GALLAHER

Cathy serves as language director of Cru (Campus Crusade for Christ). She previously served in China where she studied Uyghur and Chinese and taught English to university students. She has a masters in TESOL and Intercultural Studies from Wheaton College.



The Biblical Basis for Missionary Language Learning

Most mission organizations require their missionaries to learn the language of those to whom they are sent to minister. We often point to socio-cultural reasons to justify these language learning requirements, and there are sound sociological and linguistic reasons for our missionaries to engage in language learning. However, are there solid Biblical reasons for missionary language learning? This seminar will explore the Biblical basis for missionary language learning and practical applications.

Plenary 2

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What Prompts Effective Learning?

Language learners, by definition, need to be learners. They may also need to be taught. How are learning and teaching different? Can someone learn without being taught? How can we support and prompt effective learning in other people? This presentation will explore these questions and provide real-world examples.

We'll Go After...

1. The question: Why don't people change?
2. How adults prefer to learn.
3. A demonstration of coaching as a learning method.
4. The best uses of teach and coaching.

Plenary 3

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How to Increase Training Results 300% With Coaching

Through interactive, practical training, the learner is equipped with the essential facts, models, best practices, schedules, tricks, and troubleshooting tips to move forward. And then, studies show, most learners don't implement these techniques! This presentation will offer effective coaching strategies proven to increase learner implementation 300% over training alone.

We'll Go After...

1. How to revise training with behavior change in mind.
2. How to set up the coaching relationship to follow up training.
3. Three best practices for following up training with coaching.

Plenary 4

BILL DAVIS

Bill and his wife served for 33 years in the Philippines with New Tribes Mission (now Ethnos360) planting churches among the Palawano people group. Their translation of the Palawano New Testament was published in 2012. Bill has been involved in coaching language learners and coaches, in developing language and culture learning programs and in missionary training since the early 1980s. Since leaving the Philippines in 2012, Bill has continued to develop global training materials.

Clear Communication: Setting the Bar High as Christ's Ambassadors

As followers of Christ, he has sent us as his ambassadors to teach the nations. We represent him, and we present his message, speaking in his name and on his behalf. This is a great honor and privilege, but it comes with a cost. To communicate effectively, we must develop relationships, reach a high level of fluency, and attain deep cultural insight—a nearly impossible task. How can we as language coaches help missionaries succeed in their high calling of fulfilling the Great Commission?

Plenary 5

JEFF BRAKE

Jeff received his B.A. in Linguistics with a specialization in Phonetics from the University of Michigan prior to studying Leadership and Counseling at Eastern Michigan University. After working in academia for 15 years, Jeff moved to Central Asia as a cross-cultural messenger. For 8 years, Jeff served as an English as a Second Language instructor while working in various ministries. He is currently an adult facilitator and coach with Mission Training International working alongside pre-field cross-cultural workers.

The Impact of Stress on Language Learning

We send excited learners to another country to adapt and learn a new language. As they exit their own cultural bubble to enter another's long-term, unrelenting stress begins to build. It has a profound impact on the brain's ability to function, create memory and retrieve memories. Let's explore the neurology of stress and some solutions for our learners to function better under it.

Plenary 6

GUEST PANELISTS

All our panelists have decades of experience as language learners, trainers, and coaches. They bring a wealth of experience and information in second language acquisition skills, techniques, and disciplines. We will have **Dwight Gradin** from Missionary Training International, **Natalie Mullen-Leisher** from the Institute for Cross-Cultural Training at Wheaton College, **Bill Davis** from Ethnos360, **Cindy Blood** from SIL, and **Pamela LaBreche** from the Center for Intercultural Training joining us for this panel.

What the Training Organizations are Doing These Days

What's happening today in pre-field language training? Let's hear from the specialists who focus on this very specific aspect of language acquisition. In this plenary panel, experts from all over the world will share what's working and not working today.

WORKSHOPS

Workshop 1A

KATHERINE H.

Katherine serves as a Language Learning Advisor for Pioneers in the Middle East. She coaches learners, helps team leaders develop language plans for new arrivals and language centers to implement GPA principles and activities. She has lived and worked in a variety of Middle Eastern countries. She also serves organizational leadership, strategizing with and caring for leaders in Middle Eastern countries impacted by war.

Where There Is No Language Coach: Serving Learners Who Have Minimal Support

Many learners receive little or no support pre-field or during learning. They ask for help when discouraged, confused or they just feel something is "off." This workshop will present a process for coaches to quickly understand a learner's story, give perspective, encouragement and motivation, and decide together whether to make changes or to persevere, even when there's not the authority to require changes or a chance to meet again or regularly.

Workshop 1B

CAROL LEWIS

I served three long-term assignments (Uganda, Ukraine, Russia) and worked in each place using local languages. I learned those languages in a variety of situations: from a city context in Siberia to rural Africa. For the past 17 years, I've been based in the US and worked as a language acquisition trainer and coach with a variety of agencies. 4 years ago, a colleague and I founded Acquire: a ministry offering skills-based training and coaching to language learners, and language coaches.

Life Scaffolding for Successful Long-Term Language Learning

Most language learners make decisions with little understanding of how their choices will impact their learning. Effective learners, however, make decisions that support their learning efforts. This is Life Scaffolding: habits and ways of thinking and living that are a regular part of a learner's daily life - not things they do occasionally. What strategies need to be in place to act as strong scaffolding for language learning? Come learn a process for training language learners how to do this.

Workshop 1C

THOR SAWIN

Thor Sawin is an associate professor of applied linguistics at the Middlebury Institute of International Studies, a small graduate school in Monterey, CA training language teachers and translators, diplomats, and policy makers. He has also taught language to adult learners and trained language teachers in several countries in Europe and Asia. His dissertation was on beliefs about language learning in a large "m" organization and he has been involved formally with helping organize ICLL since 2016 and in training Christian language learners since 2013. Thor is passionate about multilingualism, maps, and winter sports.

How Language Technologies can Significantly Help or Hinder Language Learning

This workshop presents a simple set of questions to ask about the various technologies used in our language learning and applies those questions to some sample situations and contexts. Technologies can do some tasks that language teachers struggle to – providing us immediate feedback with infinite patience, delivering individually texts of all types with personal relevance, tracking our individual progress. Yet at their worst, technologies can enable us to hide from difficult and personally costly interactions and deliver us content which wastes our time. After attending or viewing this workshop, you

will be better prepared to help yourself and others distinguish between helpful, potentially helpful, and potentially distracting uses of technology for language learning.

Workshop 2A

MARY LYNN KINDBERG

Mary Lynn Kindberg (M.A. Theoretical Linguistics) worked in three minority languages while serving for over 20 years in Latin America with SIL International. After teaching linguistics, second language acquisition and Spanish, she currently coaches language learners and hosts the podcast Language On Purpose.

Practical And Spiritual Application of Dörnyei's L2MSS Model

Zoltán Dörnyei wrote the seminal work 'The Psychology of the Language Learner' and is a strong voice in SLA regarding motivational research. However, his long-standing construct of the L2 Motivational Self-System (L2MSS) can also have a profound spiritual application. By taking a deep dive into the different self-images he proposes we discover how we can actively move toward Christlikeness.

Workshop 2B

NATALIE MULLEN-LEISHER

Helping learners determine how to spend their time while in intensive language learning is a main challenge for language coaches of all experience levels. Learners may report that they have done x number of hours in language learning each week, but how are they spending their time? The presenter will talk through some main second language acquisition principles and best-practices on how a learner should spend their time and give examples of ideal full-time and part-time language learning plans.

Language Learning Plans: Not All Language Hours are Equal

Dr. Natalie Mullen Leisher is the director of the Institute for Cross-Cultural Training where she works with Christian non-profits and their workers who are learning and teaching languages all around the world. She was an ESL teacher to adults in university settings for over 10 years, specializing in listening, speaking, and pronunciation, and has lived and served in China and Spain. Her expertise includes missionary language learners and missions' organization language policies.

Workshop 2C

TODD S. & TEAM

Todd has led CP teams and coached language learners and coaches throughout Asia since 1994. His strong interest is to communicate God's word cross-culturally and help others to do that.

Language Learning in the Metaverse

The metaverse has taken online communities to a whole new level providing unique opportunities to learn and practice language. Along with my colleagues from MX Labs, we will introduce participants in real-time to a language learning "sandbox" in the 3D metaverse using VR headsets as we talk through what they are experiencing. Welcome to the future.

Workshop 3A

TODD S.

Todd has lived and ministered among unreached groups throughout Asia since 1994, starting local fellowships and coaching others in language and ministry skills.

Gospel Fluency Deep Dive: Nine Attitudes That Either Help or Hurt

How do we move from attitudes that hurt to attitudes that help our pursuit of cross-cultural gospel fluency? The words "striving, insecurity, prolonged discouragement, and joyless work" may bring two things to mind: 1) these are unhealthy attitudes 2) they are common attitudes for language learners, even among those who want to spread the gospel. Surprisingly, the answer to these and others is in Christ alone: "rest, surrender, faithfulness, delight" to name a few. We will explore nine attitudes.

Workshop 3B

ROBYN HACKETT

Robyn Hackett served as a linguist with SIL International in northwest Cameroon, where she supported mother-tongue literacy through grammatical tone research and mentoring local language development workers. She currently serves with World Relief, where she teaches adult English learners who have had limited formal schooling. She also teaches second language acquisition, English phonology, and linguistics with Wheaton College and the Institute for Cross-Cultural Training (ICCT).

Investigating Rhythm and Melody in a Second Language

When acquiring the pronunciation of another language, most learners focus on consonants and vowels. They aren't always aware; however, how important acquiring native-like rhythm and melody is to being understood well. This session will introduce some techniques and tools learners can use to increase learners' awareness of target language prosody and successfully employ it in their own communication.

Workshop 3C

SAM BRITAIN

Samuel Brittain has been fascinated with languages since childhood. After studying linguistics in college, Sam served internationally before going to Seminary. After completing an MDiv, Sam and his wife, Julie, headed overseas then back to the states. Now, they serve language learners from Nairobi, Kenya, while Sam pursues a PhD in Systematic Theology.

New "Kids" on the Field: Supporting Millennials and Gen Z Language Learners

Creating the right language learning plan might occupy most of a language coach's time. However, even the best laid plans will be of little use for a learner experiencing mental, emotional, or spiritual hardships. How can language coaches proactively encourage health for the whole person? How should language coaches respond to crises? Join this conversation about coaching the whole person in language learning.

Workshop 4A

KEITH WEBB

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5 Best Practices for Helping Conversations

Adult learning theory, psychology, and brain science point us toward effective learning practices. Incorporating these 5 practices in your helping conversations will increase learning and results.

We'll Go After...

1. What makes a helping conversation effective?
2. 5 best practices.
3. How using The COACH Model® will increase your results

Workshop 4B

DWIGHT GRADIN

SIL Viet Nam Branch 1960-71. MTI 1971-present. I was the chair of the ICLL planning committee from when it started in 1993 through about the 7th or 8th ICLL. Major developer of the PILAT program at MTI (Principles in Language Acquisition Training).

A Proposition: Adult Language Learning is Better Facilitated Than Taught - It's Brain Friendly!

We know that adults can do so much more than kids to learn (actually first acquire) language. But we must continue to look for ways to empower them to do so. This session highlights the distinction between acquire and learn and includes a demonstration to show how adults can make language events happen which first leads to acquisition. Four important points will be highlighted: (1) Make the learning experience visible; (2) Make the learning experience active; (3) Make the learning experience 'understanding-based'; and (this is the strategic point) (4) Make the learning experience 'learner-activated'. When these 4 things are implemented, over a dozen things also happen that are mostly missing in the traditional approach.

Workshop 4C

DAVID BROERSMA

Dr. David Broersma is a Professor of TESOL and Linguistics at Languages and Literature Department at Lee University. Before moving to Lee, Dr. Broersma lived and worked in Moscow, Russia for 17 years at the Russian American Christian University and Hinkson Christian Academy. He also serves as a professor for the MA in TESOL at LCC International University in Klaipeda, Lithuania. In addition to this, Dr. Broersma worked with the Institute for Cross-Cultural Training for more than 20 years.

A Brief Glimpse Into Second Language Acquisition Theory With Implications for Practice

In recent decades, the field of Second Language Acquisition has taken a turn toward usage-based linguistics and insights from cognitive psychology and away from Chomsky's conceptions of universal grammar, and this direction has interesting implications for working with adult learners of a second language. This presentation will outline some of these theoretical ideas and will draw some practical conclusions for working with language learners from them.

Workshop 5A

JAN DORMER

Dr. Jan Dormer is Professor of TESOL and Director of the Graduate Program in Education at Messiah University. She grew up as an MK in Brazil and served overseas for 16 years with her husband in Indonesia, Brazil and Kenya. She is the author of the book "Language Learning in Ministry: Preparing for Cross-Cultural Language Acquisition" (William Carey Publishers, 2021).

Second Language Acquisition for the Whole Family

The language learning aspect of cross-cultural ministry has mostly focused on the needs of the parents, sometimes overlooking the language learning needs of the children, and the impact of the language acquisition process on the whole family. This workshop identifies family needs, challenges and opportunities through various educational choices such as national schooling, international schooling, and homeschooling.

Workshop 5B

NORA MCNAMARA

Nora McNamara, the SIL International Coordinator for Language and Culture Learning is in a PhD program at Indiana University in Second Language Studies. Many people think it's too difficult, if not impossible, to learn a new language. Nora helps missionaries learn new languages, so they have the confidence to immerse themselves in the culture of the people they are called to. She also teaches missionaries how to tell accurate and engaging stories from the Bible.

Best Practices for Language Learning From Research

This session will unpack five principles drawn from second language research (Ellis & Shintani, 2014) that are widely accepted best practices for language teaching and learning. The principles include a focus on meaning as well as on grammatical form, and the importance of input, output, and interaction.

Workshop 6A

JEFF BRAKE

Jeff received his B.A. in Linguistics with a specialization in Phonetics from the University of Michigan prior to studying Leadership and Counseling at Eastern Michigan University. After working in academia for 15 years, Jeff moved to Central Asia as a cross-cultural messenger. For 8 years, Jeff served as an English as a Second Language

instructor while working in various ministries. He is currently an adult facilitator and coach with Mission Training International working alongside pre-field cross-cultural workers.

The Individual: Tailoring Your Coaching for Specifics of Your Learner

Language coaching has become a more complicated endeavor as we're working with more diverse and ever-changing learners. We'll explore the impact of coaching learners from 4 generations, ever shrinking attention spans and a myriad of factors that muddle the coaching process.

Workshop 6B

LAUREN VITRANO-WILSON

Lauren has never met a language she didn't love. She earned MAs in Teaching English and Spanish from SIT. She is certified in both Montessori education & applied linguistics. She served as a LACA professor & the L&C Learning Coordinator for SIL's MSEA group in Thailand where she & her family love living. Lauren now serves under Horizons International, coaching cross-cultural workers in many organizations all over the globe free of charge. Lauren writes a monthly L&C Learning Tip: Tip of the Tongue.

Grammar Games: Practical Ideas to Help Learners Improve Their Grammar in Any Language

Learn some very practical ideas to help your learners internalize the grammar of any language more effectively and playfully. A brief theoretical presentation of what helps people learn grammar will be followed by presentations of numerous hands-on ideas which will help increase learners' awareness of grammar with games, symbols, colors, and activities. Make learning grammar fun!

Workshop 6C

CAROLE NIX

Carole Nix is Linguistic and Education Advisor for an education foundation in Southeast Asia and Culture and Language Specialist for Baptist Mission Australia. She assists foreigners seeking to adapt to living in a different 'world' and trains host people seeking to help them. Dr. Nix is married and has two sons. She and her family have lived in Southeast Asia for 22 years.

Someday Starts Tomorrow: Use of Technology When Apart From Your Focus People

The pandemic forced many workers online for learning language and culture, yet technology opened new possibilities. This presentation follows an education institution in Southeast Asia in adapting learning sessions for effectiveness and efficiency while workers were unable to meet with their focus people. The presentation concludes with implications for workers removed from groups of their focus people.

Workshop 7A

BILL DAVIS

Bill and his wife served for 33 years in the Philippines with New Tribes Mission (now Ethnos360) planting churches among the Palawano people group. Their translation of the Palawano New Testament was published in 2012. Bill has been involved in coaching language learners and coaches, in developing language and culture learning programs and in missionary training since the early 1980s. Since leaving the Philippines in 2012, Bill has continued to develop global training materials.

New Tools: Engage CLA Program and Stages App

The Engage CLA program is a step-by-step guide to learning a language and culture to a high level, with a particular focus on understanding worldview as a way to communicate Christ's message clearly. The Stages app makes it easier to plan your learning and to record and file audio recordings and video, and to listen strategically to comprehensible input.

Workshop 7B

MITCH DAVIS

My family, wife Mary Ann, son Hunter (7) and daughter Anna Joy (6) have been on the field since January 2014. We live and serve in Central Asia and now serve language learners and language coaches throughout Central Asia. Prior to coming to the field I worked for almost 10 years as a teacher and coach in Western North Carolina. My undergrad is from North Carolina State University and I have a masters in teaching from Converse College and a MDiv from SEBTS.

Multilingualism: Learning 2 Languages Simultaneously; An Attempt to Practically Tackle This Challenge

Faced with the challenge of multilingual contexts we have taken the research provided by experts like Thor Siwan and sought to practically apply the concept of learning 2 languages simultaneously. We start with strategic discussions with leadership, develop a plan that fits that context, then of learning 2 languages simultaneously from day one. This involves setting realistic goals, constant monitoring of the progress of the learners in both languages, and constant support.

Workshop 7C

CHERYL CROSS

Cheryl Cross has her Master of Arts in Linguistics from the University of North Dakota. As the Director of Language and Culture Acquisition for Professionals Global, she teaches pre-field language learning courses which focus on the use of the Growing Participator Approach. Together with her husband and five children, Cheryl has served in Bahrain, Oman, Minnesota, and Florida, working with Muslims. They currently live in Burlington, Wisconsin.

Measuring Language Learners' Cultural Engagement: A Study of the Growing Participator Approach

The Growing Participator Approach helps learners grow as active participants in a new culture by learning language primarily in relationship. Cheryl Cross will present the measures and findings for her study of ten single women using this approach to determine if focused language learning using the GPA corresponds to a high degree of social integration in the host community.

Workshop 8A

CAROL ORWIG (& LONNA DICKERSON)

Lonna Dickerson and I, Carol Orwig, are the developers and principal instructors of the series language coach courses offered by Wheaton's Institute for Cross-Cultural Training (ICCT).

What New Language Coaches Need to Know

New language coaches are often daunted at the prospect of adding this new responsibility to their current duties and obligations. Many of them never had a language coach themselves and are not sure what the role actually entails or what they need to know and do to perform this role well. As they get started, they can be helped by

knowing what questions to ask, what resources to gather, what skills and attitudes they need to develop, and what they need to learn to perform this role well.

Workshop 8B

CHESNEY B.

Hi my name is Chesney. I'm originally from Oklahoma, but for the past 3.5 years I've been living in North Africa as part of a DMM-focused team. Over these past few years, I've studied Arabic, taught English, worked with entrepreneurs, and now co-own a language business. I enjoy traveling, spending time in nature, having coffee with friends, and doing calligraphy.

Better Equipped: The Impact of Second Language Acquisition Training for Learners and Teachers

Building...Painting...Cooking...These domains often require tools and training to create something spectacular. Language learning is no different. Often learners assume that second language acquisition (SLA) will come naturally but struggle on the field because they lack the tools they need. This presentation will share how SLA training helped me learn Arabic and equip language teachers in my business.