WELCOME to ICLL 2019

Schedule .......................2-3
Plenaries ..........................4
Vignettes & LA Talks .............5
Workshops ........................6-13
<table>
<thead>
<tr>
<th>Time</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00</td>
<td><strong>Breakfast</strong></td>
<td><strong>Breakfast</strong></td>
<td><strong>Breakfast</strong></td>
<td><strong>Breakfast</strong></td>
<td><strong>Breakfast</strong></td>
</tr>
<tr>
<td>8:00</td>
<td>Worship Ryan &amp; Patty</td>
<td>Worship Ryan &amp; Patty</td>
<td>Worship Ryan &amp; Patty</td>
<td>Worship Ryan &amp; Patty</td>
<td>Worship Ryan &amp; Patty</td>
</tr>
<tr>
<td></td>
<td>Devos Dwight Gradin</td>
<td>Devos Don Martin</td>
<td>Devos Georgia Coats</td>
<td>Devos Georgia Coats</td>
<td>Devos Carol Orwig</td>
</tr>
</tbody>
</table>
| 9:00  | Vignette: Carol Lewis  
A Coach’s Life: Lessons Learned Along the Way | Vignette: Carol Lewis  
A Coach’s Life: Lessons Learned Along the Way | Vignette: Carol Lewis  
A Coach’s Life: Lessons Learned Along the Way | Vignette: Carol Lewis  
A Coach’s Life: Lessons Learned Along the Way | Final Session:  
Compiling lists of helpful practices for a handbook |
| 9:10  | LA Talk: Todd Schmidt  
1000 Cups of Tea: The Lost Art of Neighboring Well Across Cultures | LA Talk: Thor Sawin  
What Do We Know About Learning More Than One Language at a Time? | LA Talk: Carol Orwig  
Introduce the Managing Your Language Learning for Self-Directed Learners Curriculum |
| 9:30  | Break           | Break             | Break              | Break              | Departure                     |
| 9:50  | Workshop #1     | Workshop #4       | Workshop #6        |                     |                               |
|       | A. Lorina  
The Role of Cultural Humility in Language and Culture Acquisition | A. Carol Orwig  
Learning to Grammar: Integrating Grammar with Communication | A. Lorina  
Language and Culture Learning Cycle |                               |
| 10:05 | B. Carol Lewis  
Managing Emotions while Learning Language: Help for Learners and Those Who Coach Them | B. Carol Lewis  
Raising up and Mentoring New Coaches: A Paradigm and a Program | B. Leslie Foster  
The Efficacy of Online Coaching and Training |                               |
| 11:05 | Break           | Break             | Break              |                     |                               |
| 11:15 | Workshop #2     | Workshop #5       | Workshop #7        |                     |                               |
|       | A. Sheryl Takagi Silzer  
How Cultural Identity - Individual or Family - Shapes or Hinders Collaborative Learning | A. Lauren Vitriano-Wilson  
Let’s Learn Together! Fun, Practical Ideas to Help Learners Learn in Community, Not in Isolation | A. Rosalba Rugamas & Pam Echerd  
How Curso Fundamental Changed to Promote Valuing People with Different Perspectives |                               |
|       | B. Becky Melville  
Using Context to Communicate - Romanian Sign Language Learners and their Communication Strategies | B. Leslie Foster  
Choosing Fluency Activities to Meet Your SMART Goals | B. Lonna Dickerson  
Communicating Heart to Heart: Learning Worship and Ministry Language |                               |
|       | C. Pam Echerd  
Fresh Start in Language Learning for Misión Guarani | C. Lloyd Peckham  
Cultivating Love as the Language-Learning Motivation | C. Andy Bowen  
The Far-Reaching Fallout of Babel |                               |
<table>
<thead>
<tr>
<th>Time</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:15</td>
<td><strong>Lunch</strong></td>
<td><strong>Lunch</strong></td>
<td><strong>Lunch</strong></td>
<td><strong>Departure</strong></td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td>Post-A-Sessions</td>
<td>Afternoon OFF</td>
<td></td>
<td>Post-A-Sessions</td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td>Workshop #3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Georgia Coats</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Authentic L2 Song Lyrics for Language and Culture Learning, Sharing, and Uplifting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Michael Thornton</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Motivation for Language Learning in a Missional Context</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Todd Schmidt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Pilgrims</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td><strong>Check In</strong></td>
<td><strong>Break</strong></td>
<td></td>
<td><strong>Break</strong></td>
<td></td>
</tr>
<tr>
<td>3:30</td>
<td></td>
<td>Small Groups</td>
<td></td>
<td>Small Groups</td>
<td></td>
</tr>
<tr>
<td>4:30</td>
<td><strong>Break</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td><strong>Dinner</strong></td>
<td><strong>Dinner</strong></td>
<td><strong>Dinner</strong></td>
<td><strong>Dinner</strong></td>
<td></td>
</tr>
<tr>
<td>7:00</td>
<td>Welcome and Plenary</td>
<td>Plenary</td>
<td>Plenary</td>
<td>Plenary</td>
<td>Plenary</td>
</tr>
<tr>
<td></td>
<td>Thor Sawin</td>
<td>Jan Dormer</td>
<td>Dwight Gradin</td>
<td>The Nature of Language</td>
<td>Todd Schmidt</td>
</tr>
<tr>
<td></td>
<td><strong>Thinking Christianly About Mobile Technology in Field Language Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What Missionaries Wish</td>
<td>What Missionaries Wish</td>
<td></td>
<td></td>
<td>Gospel Fluency</td>
</tr>
<tr>
<td></td>
<td>their Agencies</td>
<td>their Agencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understood about</td>
<td>Understood about</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second Language</td>
<td>Second Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acquisition (SLA)</td>
<td>Acquisition (SLA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td><strong>Snacks</strong></td>
<td><strong>Snacks</strong></td>
<td>Ice Cream Social</td>
<td><strong>Resource Fair &amp; Snacks</strong></td>
<td></td>
</tr>
</tbody>
</table>
Thinking Christianly About Mobile Technology in Field Language Learning
Thor Sawin

Over one half of the world’s population now have access to mobile phones, and the mobile technology revolution has allowed people even in very remote regions of the earth to have access to technology-mediated communication. Yet for many Christians, especially those engaged in fieldwork, there seems to be a lingering suspicion that using mobile phones for language learning will distract us from the meaningful face-to-face encounters that we seek out. This plenary aims to update attendees on the latest research and practice in autonomous language learning using mobile technology, especially as it relates to languages where there may not be ready-made language learning applications available. It is my contention that mobile technologies can actually help field learners be more of the place they live in, the people they live with, and especially the language they are learning. I end with some practical frameworks for building a healthy mobile language-learning “diet” that coaches can equip field learners with.

What Missionaries Wish Their Agencies Understood about Second Language Acquisition (SLA)
Jan Dormer

This presentation reports on research conducted with 125 current and past missionaries, eliciting their views on their second language acquisition (SLA) experience. Research findings indicate a desire for increased support during the process, investment in the training of language teachers, consideration of the SLA needs of children, and better understanding of SLA by all stakeholders.

The Nature of Language
Dwight Gradin

The Nature of Language is more basic than its structure or its function. One aspect of the nature of language is that it is supra-physical. Language is not hard-wired in the human brain, though the ability to learn it is. Language itself resides outside the brain. Humans do not and cannot initially self-generate language. A major implication is exposure. This session will explore this and 5-6 other aspects of the nature of language and their implications to adult language learning.

Gospel Fluency
Todd Schmidt

Imagine discussing a gospel passage from Mark with your language partner – perhaps something you read earlier that morning in your new language. Later, over tea with your neighbor, you discover the joy of more fluently conversing this gospel message. This is the practice of Gospel Fluency, a way of life which seamlessly buoys our enthusiasm to learn the language.
Vignettes & LA Talks

Daily Vignettes 9:00 AM

A Coach’s Life: Lessons Learned Along the Way
Carol Lewis

In three vignettes, Carol shares very personal stories of lessons learned and blessings received during her 30 years of coaching language learners. Her stories will honor those coaches who have mentored her, challenge current coaches to invest time mentoring new and younger coaches, and encourage younger coaches to seek out more experienced coaches for advice and encouragement.

Monday 9:10 AM

1000 Cups of Tea: The Lost Art of Neighboring Well Across Cultures
Todd Schmidt

Jesus calls us to love our neighbor. We live in a world that is increasingly neighbor-less. Sadly, many cross-cultural Christian workers also do not know how to love their neighbors well. As guests, as followers of Christ, and as language learners, we need to regain the lost art of neighboring in ways that truly honor those God brings into our lives. We’ll take a look at ways we can do that. Hint: it starts with our attitude.

Monday 9:30 AM

Learner Confusion with Proficiency and Fluency
Leslie Foster

Learners talk about wanting to be fluent. They often are confused when professionals like teachers and coaches discuss proficiency. This session will explore how proficiency is related to fluency along with a discussion on accuracy and complexity.

Tuesday 9:10 AM

What Do We Know About Learning More Than One Language at a Time?
Thor Sawin

Developing more than one language at a time can seem daunting, but is increasingly necessary for workers in multilingual cities or places undergoing generational language shift. This presentation summarizes the cognitive research on simultaneous language acquisition, recommends policies which can support it, and suggests some best practices for encouraging and equipping this special group of learners.

Tuesday 9:30 AM

Language Development for MKs
Jan Dormer

This session highlights research, realities and needs with regard to the language development of MKs. Jan Dormer, professor of language education, and herself an MK and parent of MKs, shares from research, experience and education what MKs need with regard to language development, what barriers families encounter, and possible ways forward.

Wednesday 9:10 AM

Introducing the Managing Your Language Learning for Self-Direct Learners Curriculum
Carol Orwig

In response to the survey done at the last ICLL, SIL has produced a series of interactive online lessons to help language learners become more self-directed. This curriculum of seven steps is called Managing Your Language Learning. The seven steps are: 1. Determine Needs 2. Set Goals 3. Make Plans 4. Implement Plans 5. Keep records 6. Check Progress 7. Troubleshoot. The lessons include downloadable resources and links to other resources online. We will show a sample of several of the steps and discuss how language coaches might use this resource with their learners.
A. Location: Teddy’s Teeth

The Role of Cultural Humility in Language and Culture Acquisition

Lorina

As we work in multicultural teams in cross cultural situations, we have found that Cultural Humility is crucial to the effectiveness of our new workers. Topics discussed will include:
1) What is Cultural Humility
2) How it can affect our effectiveness
3) A Cultural Humility Assessment tool will also be presented

B. Location: Giant Tracks

Managing Emotions while Learning Language: Help for Learners and Those Who Coach Them

Carol Lewis

In this session we will identify and discuss common emotional (affective) factors that impact learner effectiveness. Practical suggestions for helping learners will be discussed. Non—academic resources will be provided for coaches’ continuing education. Resources that coaches can give to learners who want to grow in areas of weakness will also be provided.

C. Location: Lily Lake

Encouraging the Discouraged Cross-Cultural Worker

Berit Østby

Lack of exposure to the importance of learning the host culture and language, has often resulted in little growth, and thus brokenness and discouragement in the ministry of local missionaries in Ethiopia.
As part of the rise of global south mission, MY-LINC (Mekane Yesus Language and Intercultural Center) equips these people by providing them with the awareness and practical skills they need, thus empowering and encouraging more effective mission strategies.
How Cultural Identity - Individual or Family - Shapes or Hinders Collaborative Learning

Sheryl Takagi Silzer

Our individual-oriented culture has shaped us in ways that prevent collaborative learning. Cultural identity discovery can provide insights from family-oriented cultures that also creates an environment for collaborative learning. This session will present several collaborative learning exercises taken from a Cultural Self Discovery for cross-cultural teams workshop that clarify differences between the two identities.

Using Context to Communicate: Romanian Sign Language Learners and their Communication Strategies

Becky Melville

This study focused on Romanian Sign Language (LSR) learners and the strategies they used to communicate unfamiliar concepts. Past research indicated that learners moved from source-language to target-language-based strategies as their proficiency increased. This study found that an even more important factor was the learner’s assessment of how the native speaker’s context overlapped with their own.

Fresh Start in Language Learning for Mislón Guaraní

Pam Echerd

A group of Spanish-speaking missionaries with a vision for community development in an endangered language group of Argentina had not been successful in language learning. I will report on a workshop using Dialogue Education principles and subsequent coaching to help them change their individualistic, writing-centered paradigm and begin encouraging one another to grow in participation in the community’s languaculture.
Authentic L2 Song Lyrics for Language and Culture Learning, Sharing, and Uplifting

Georgia Coats

We will explore target language (L2) song lyrics as a means to develop L2 literacy. Music encourages our spirits and reflects our praise. It naturally integrates heart, mind and soul. Lyrics are also high-interest and recursive authentic texts, ideal for intermediate learners to acquire cultural perspectives and language forms. Learn how to hone language skills and make soul connections.

Motivation for Language Learning in a Missional Context

Michael Thornton

There is a wealth of research on the topic of motivation in language acquisition. In this workshop, we’ll discuss some of the major theories used to understand motivation in language learning and then ask the question of if or how these theories can be applied to our specific contexts.

Pilgrims

Todd Schmidt

We are called to the journey of the Great Commission. Our journey, our pilgrimage, has everything to do with how we host the presence of Christ in and through our lives among our lost neighbors in places where Christ is not known. We will look at several testimonies throughout Scripture that illustrate our essential pilgrim identity.
Learning to Grammar: Integrating Grammar with Communication

Carol Orwig

Learners in language schools often study grammar rules, but struggle to integrate them with communication in the community. Learners in self-directed programs with lots of comprehensible input and interaction in the community often don't notice enough about the grammatical features in the input to integrate it into their communicative competence. This workshop includes discussion on strategies coaches can use to help learners in both situations learn to communicate grammatically.

Raising Up and Mentoring New Coaches: A Paradigm and a Program

Carol Lewis

A language coach training program for today. Topics will include:
1. How to work with brand new coaches, inexperienced coaches and "young" coaches
2. What might a training program look like? What knowledge and skills do new coaches need? In what order should new coaches learn these skills?
3. How much experience and what kind of experience should new coaches be given before being allowed to work with learners?
4. Training/mentoring resources
5. The emotional toll of mentoring

The Language Learning Facilitator and Member Care: Update after a Quarter Century

Lyman Campbell

Twenty-four years ago I presented to this forum a talk called, “The language learning facilitator and member care,” placing a lot of emphases on and Adlerian approach to encouragement skills, as taught in The Encouragement Book, by Dinkmeyer and Losoncy. As those ideas have been foundational in our own work encouraging and training encouragers, it seems this is a good time to survey some of the conceptual developments in this regard that have taken place during nearly a quarter century of applying those ideas. This seems particularly appropriate given that encouragement is the special theme of this years ICLL.
Let’s Learn Together! Fun, Practical Ideas to Help Learners Learn in Community, Not in Isolation

Lauren Vitrano-Wilson

This session will teach you some very fun & practical ideas to help you encourage learners to learn in community, not in isolation. The proposed ideas have flowed out of the presenter’s desire for learners to be less lonely and to stop “studying” language & culture as if they were high school subjects. This session will give you many community language learning ideas such as: learning vocab. and songs in community, non-native speaker spelling bees, game nights, culture exploration groups & more!

Choosing Fluency Activities to Meet Your SMART Goals

Leslie Foster

Games like PICTONARY and TABOO are not only fun, but are great ways to build fluency once a learner is at the intermediate level. These are activities a learner can design with their language tutor or helper to focus on the specific words and phrases that meet their SMART goals. The key is playing the games with a variety of local people for fluency practice.

Cultivating Love as the Language-Learning Motivation

Lloyd Peckham

Theoretical Love for "All People" starts a language & culture assimilator on a long journey. We will look at individual and group strategies for maintaining Practical Love for "Real People" whose life and language is not our own. Experiences from former students will be incorporated.
A. Location: Teddy’s Teeth

Language and Culture Learning Cycle

Lorina

We have created a suggested timeline for supporting new workers which includes:
1) Pre-arrival needs
2) Outcomes Profile affirmed, Coaching schedule set up and Learning plan designed upon arrival
3) Interview after about 6 months to assess how the learner is doing and design another ongoing learning plan
4) Some form of proficiency assessment done
5) Interview again with another learning plan designed.
Resources for each stage have also been developed for learner and coach.

B. Location: Giant Tracks

The Efficacy of Online Coaching and Training

Leslie Foster

With online learning and internet communication technology, we can now provide training and support more flexibly. This includes being able to provide training that is:
Just-In-Time – learners can access training when they need it;
Pull [Not Push] – learners are able to choose what training is relevant to their needs;
Self-Paced/Access – learners are able to work at their own pace/schedule;
Personalized Coaching – learners have individual attention.

C. Location: Lily Lake

Encouraging Learners Through the Use of Proficiency Benchmark Portfolios

Natalie Mullen

The presenter will discuss and demonstrate ways that language learners can use proficiency standards (ACTFL and CLB) to create language portfolios. Language portfolios encourage learners by: 1) seeing their progression from level to level; 2) gaining ideas of what tasks to do for improvement; and 3) creating a bank of language data to share with coaches and others.
A. Location: Teddy’s Teeth

How Curso Fundamental Changed to Promote Valuing People with Different Perspectives

Rosalba Rugamas & Pam Echerd

Latin Americans interested in Bible Translation and Scripture use must take a “Curso Fundamental” (CF) of introductory Linguistics, Phonetics, and Second Language Acquisition before going to a Spanish SIL program. Previously, CF was like traditional schools. It now focuses on building learners who prioritize the growth of all, yet fulfills all of the content requirements better than before.

B. Location: Giant Tracks

Communicating Heart to Heart: Learning Worship and Ministry Language

Lonna Dickerson

Communicating heart to heart requires functioning effectively in one’s worship and ministry roles. It is a skill that develops over time. Where should new learners begin and how should they expect to progress? For each proficiency level—novice to superior—this presentation discusses steps coaches can take to empower learners with realistic goals, appropriate learning activities, and practical assessment procedures.

C. Location: Lily Lake

The Far-Reaching Fallout of Babel

Andy Bowen

Why do missionaries learn language? Is it for purely utilitarian purposes? To buy groceries, ride the bus, talk to government functionaries, and, of course, present the factual content of the Gospel message? Sure, it’s that, but it’s so much more, and so much deeper! If it’s only for these things, then it can be dry, sterile, and even an onerous task that must be endured so that we can get to the real work of missions. Drawing on the thinking and teaching of lots of people, many from previous ICLLs, I want to encourage you and your language learners to have a scriptural and theological conviction that language learning for cross-cultural workers is very close to the heart and mission of God. In language learning, the new (or not-so-new!) missionary submits himself to members of his/her host culture and determines "to know nothing but Jesus Christ, and him crucified!" A truly scriptural grasp of the task of language learning can provide that crucial encouragement and deep desire that the language learner needs to embrace the task with all his or her heart!
A. Location: Teddy’s Teeth

Step into the Story: Learning Language Through Experiencing Oral Stories Together

Nora McNamara

Teams serving with the OneStory Partnership have successfully grown in their host language and culture in a relatively short time. Their story work is what makes this possible while simultaneously ministering in the host language. In this workshop you will experience the core activity of this approach, and then apply what you have learned to the specific needs of the colleagues you are encouraging.

B. Location: Giant Tracks

Motivation in Adult Language Learning

Christine Schwarz

Many missionary candidates have real fear about language learning. Motivation is second only to aptitude as a predictor of success in language learning. I will relate Malcolm Knowles’ theory of self-directed learning to motivation in second language acquisition. I suggest ways that sending organizations can assist teams on the field to stimulate and maintain momentum.

C. Location: Lily Lake

An Excellent Language and Culture Program Is Not Enough

Ian Dicks & Carole Nix

Motivation is a key factor in cross-cultural workers engaging appropriately and effectively. This presentation outlines how values, goals, self-efficacy, roles and identities shape motivation for continued growth, and how these elements can be encouraged, acquired and maintained. The authors juxtapose these findings with reflections from cross-cultural workers and conclude with suggestions to help workers maintain motivation for increasing ministry effectiveness.