

| <u>Colloquium Program</u> | <u>Programa del Coloquio</u> |
|---------------------------|------------------------------|
|---------------------------|------------------------------|

| Miércoles, 1 de julio - Wednesday, July 1 | | |
|---|--|--|
| 9:30-10:00 | Registro / Registration | |
| 10:10-10:20 | Representante Ayuntamiento Soria* / City of Soria Representative* <i>Bienvenida / Welcome</i> | |
| 10:20-10:50 | Oficina de Turismo de Soria* / Soria Tourist Information Office* | |
| 10:55-11:00 | Shane Martin, Decano, Escuela de Educación LMU / Shane Martin, Dean, LMU School of Education <i>Mensaje del Decano / Dean's Message</i> | |
| 11:05-11:45 | Francisco Ramos and Isabel Sanz <i>Objetivos del Coloquio y presentación de ponentes / Colloquium objectives and introduction of presenters</i> | |
| 11:50-12:10 | <i>Descanso / Break</i> | |
| 12:15-12:55 | Linda Gerena, York College, City University of New York (CUNY). <i>Student Voice: Listening to the Stakeholders in Bilingual Education Programs.</i> | |
| 1:05-1:45 | Kristina Michelle Silva Speakes, Pontificia Universidade Católica de São Paulo. <i>Becoming an immersion educator: Lessons from a non-Portuguese-speaking teacher in Brazil.</i> | |
| | <i>Comida / Lunch</i> | |
| 4:30-5:10 | Elena del Pozo, IES Bilingüe Manuel de Falla, Coslada. <i>Two better than just one: Social Sciences through English practices that work.</i> | Mónica Torres Torija, Universidad Autónoma de Chihuahua. <i>Cartografías narrativas.</i> |
| 5:20-6:15 | Mesa Redonda sobre Lenguas / Language Roundtable | |
| 6:30 (optional) | Paseo por la orilla del Duero / Walk along the Duero riverwalk | |

*Salón de Plenos del Ayuntamiento / Main Room, City Hall

| Jueves, 2 de julio – Thursday, July 2 | | | |
|--|--|--|---|
| 9:30-9:40 | Isabel Sanz Presentación ponentes / Introduction of presenters | | |
| 9:45-10:25 | María Amor Barrios del Río, Universidad de Burgos. <i>International language, international identities? A critical study of the cultural transmission of English in Spanish Secondary Education.</i> | | |
| 10:35-11:15 | <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Andréa Pavão, Instituto de Educação de Angra dos Reis da Universidade Federal Fluminense. <i>Prejuicio lingüístico, relativismo cultural y reproducción de las desigualdades sociales: Discursos sobre la diversidad lingüística de alumnos en escuelas públicas brasileñas.</i> </td> <td style="width: 50%; vertical-align: top;"> Henri Eric Castleberry, Director, English Department NClic (Nuevas Claves Learning Investigation Center), Vitoria. <i>A multilingual school: The NClic experience</i> </td> </tr> </table> | Andréa Pavão, Instituto de Educação de Angra dos Reis da Universidade Federal Fluminense. <i>Prejuicio lingüístico, relativismo cultural y reproducción de las desigualdades sociales: Discursos sobre la diversidad lingüística de alumnos en escuelas públicas brasileñas.</i> | Henri Eric Castleberry, Director, English Department NClic (Nuevas Claves Learning Investigation Center), Vitoria. <i>A multilingual school: The NClic experience</i> |
| Andréa Pavão, Instituto de Educação de Angra dos Reis da Universidade Federal Fluminense. <i>Prejuicio lingüístico, relativismo cultural y reproducción de las desigualdades sociales: Discursos sobre la diversidad lingüística de alumnos en escuelas públicas brasileñas.</i> | Henri Eric Castleberry, Director, English Department NClic (Nuevas Claves Learning Investigation Center), Vitoria. <i>A multilingual school: The NClic experience</i> | | |
| 11:20-11:40 | Descanso / Break | | |
| 11:45-12:25 | Juan A. Freire, New Mexico State University; Verónica Valdez and Garrett Delavan, University of Utah. <i>A critical examination of language policies in Utah dual language programs and their impact on Latina/o students.</i> | | |
| 12:35-1:15 | María Asunción Barreras Gómez, Universidad de La Rioja. <i>Practical tips for teaching English to dyslexic children: Are they useful in a bilingual education?</i> | | |
| 1:25-2:05 | Gloria Corzo and Esther Gómez, Universidad Autónoma de Chiapas. <i>Students' and teachers' identities in an intercultural context in Chiapas, Mexico.</i> | | |
| | Comida / Lunch | | |
| 4:30-5:10 | Pablo Celada Perandones, Altamira Alicia López Gallego, and Andrés González Santa Olalla, Universidad de Burgos. <i>"Las cruces de la Reina Leonor / Queen Eleanor's crosses": Un proyecto Etwinning de intercambio lingüístico y cultural en un programa educativo bilingüe.</i> | | |
| 5:20-6:15 | Mesa Redonda sobre Culturas / Culture Roundtable | | |
| 6:30 (optional) | Soria Románica / Romanesque Soria | | |

| Viernes, 3 de julio – Friday, July 3 | | | |
|---|---|---|---|
| 9:30-9:40 | Isabel Sanz Presentación ponentes / Introduction of presenters | | |
| 9:45-10:25 | Angela Arzubiaga, Arizona State University; Marta Baltodano, Loyola Marymount University. <i>Spatialization and immigrant family identities in the United States.</i> | | |
| 10:35-11:15 | <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Purificación Valer, IES Sagasta, Logroño. <i>Programas de Inmersión del Ministerio de Educación: Programas de Inmersión de Otoño.</i> </td> <td style="width: 50%; vertical-align: top;"> Juan A. Freire, New Mexico State University; Verónica Valdez, University of Utah. <i>Including culturally relevant pedagogy in an elementary dual language program in Utah.</i> </td> </tr> </table> | Purificación Valer, IES Sagasta, Logroño. <i>Programas de Inmersión del Ministerio de Educación: Programas de Inmersión de Otoño.</i> | Juan A. Freire, New Mexico State University; Verónica Valdez, University of Utah. <i>Including culturally relevant pedagogy in an elementary dual language program in Utah.</i> |
| Purificación Valer, IES Sagasta, Logroño. <i>Programas de Inmersión del Ministerio de Educación: Programas de Inmersión de Otoño.</i> | Juan A. Freire, New Mexico State University; Verónica Valdez, University of Utah. <i>Including culturally relevant pedagogy in an elementary dual language program in Utah.</i> | | |
| 11:20-11:40 | <i>Descanso / Break</i> | | |
| 11:45-12:25 | Gemma Delicado and Laura Alonso, Universidad de Extremadura. <i>How to enhance bilingual higher education through university-practitioner collaboration.</i> | | |
| 12:35-1:15 | María de Lourdes Gutiérrez and Vivian Gabriela Mazariegos, Universidad Autónoma Chiapas. <i>El fomento de las comunidades de práctica como apoyo a las problemáticas psicopedagógicas en el aprendizaje del inglés en instituciones educativas públicas del Estado de Chiapas y las nuevas reformas educativas.</i> | | |
| 1:25-2:00 | Mesa Redonda sobre Identidad / Identity Roundtable | | |
| Certificados y Evaluación / Certificates and Evaluation | | | |

Dress Code: Business casual / **Código de Vestuario:** Informal de negocios



Biografías de los ponentes / Presenters' bios

Altamira Alicia López Gallego es Licenciada en Filología Inglesa y Maestra diplomada en Lenguas Extranjeras. Ha sido profesora de español en Georgia College (Estados Unidos). En la actualidad es profesora de enseñanza secundaria, doctoranda, y profesora asociada en la Universidad de Burgos.

Andréa Pavão es Doctora en Educación, con postdoctorado en Historia de la Cultura Escrita y Antropología de las Emociones. Coordinadora del grado de Pedagogía, desarrolla investigaciones en el campo de la Antropología de la Cultura Escrita y Políticas Públicas de Formación del Profesorado.

Andrés González Santa Olalla es Licenciado en Ciencias Físicas, profesor de enseñanza secundaria, Máster en "Educación y Sociedad Inclusivas", y doctorando y profesor asociado de la Universidad de Burgos.

Angela Arzubiaga is an Associate Professor in Justice Studies and Social Inquiry in the School of Social Transformation at Arizona State University. Her research focuses on the education of children of immigrants, sociocultural perspectives on family life and home-institution connections, and immigrant families' adaptations.

Elena del Pozo is a Social Sciences teacher in a bilingual secondary school in Madrid. She has degrees in English, Geography and History, and a Masters in International Education (Endicott College, Massachusetts). Her interests include research on CLIL teaching and assessment. She does teacher training, writes articles based on her teaching experience and co-operates with publishers engaged in bilingual education.

Esther Gómez holds a B.A. in Educational Sciences with a major in Educational Psychology, an ELT Diploma from the University of Merida, Yucatán, an ESP Diploma from the British Council and an M.A. in ELT from the University of Essex. She is a member of the Professional Development and Assessment in Language Teaching Academic Group. Currently, Esther works as a full teacher for the Language Faculty at the University of Chiapas, Mexico, and has been a collaborator on an intercultural project for the Master of Language Didactic.

Garrett Delavan is a doctoral candidate at the University of Utah. His research examines language policy and pedagogy with a social justice focus. His doctoral work focuses on the use of practitioner inquiry as a tool for applying critical approaches to teaching middle school Spanish.

Gemma Delicado Puerto, Associate Dean for International Affairs, Universidad de Extremadura, holds a B.A. in English from the Universidad de Extremadura, an M.A. in Literature from Western Michigan University and a Ph.D. in Literature from the University of Chicago. She attended Kalamazoo College and was a visiting researcher at the University of

Pompeu Fabra. Currently, she is an Assistant Professor in the English Department at the Universidad de Extremadura, where she also teaches Spanish as a foreign language and coordinates the B.A. in Primary Bilingual Education. Her research interests include the role of women in Early Modern Literature, as well as the teaching and learning of literature and languages via E-learning and bilingual education.

Gloria Corzo holds a B.Ed. degree in Language Teaching from the University of Puebla and a Master's Degree in Trainer Development from the University of Exeter. She is a member of the Professional Development and Assessment in Language Teaching Academic Group. She currently works as a full teacher for the Language faculty at the University of Chiapas, Mexico. She has participated as a collaborator on an intercultural project for the Master of Language Didactic.

Henri Eric Castleberry has a Masters Degree in Bilingual Education and ESL from the University of Texas and a Masters Degree in EFL in Secondary Schools from the Valencian International University. He is an experienced educator with more than nineteen years in university and public school classrooms. Henri is also a TESOL-Spain board member and the Director of the English department at NCLic School in Vitoria, Spain.

Juan A. Freire is an Assistant Professor in the Department of Curriculum and Instruction at New Mexico State University. His research concentrates on cultural and sociopolitical issues in dual language programs in the United States, including language policies with a social justice focus.

Kristina Michelle Silva Speakes has an M.A. in ESL from the University of Arizona and is a Master's student in Educação: História, Política, Sociedade at Pontifícia Universidade Católica de São Paulo. She has been teaching, learning and studying foreign languages for over twenty years. Her current research examines the relationship between teachers, students and schools in Brazilian immersion schools.

Laura Alonso Díaz is the Vice-Dean for Internship, Teacher Training College, Universidad de Extremadura. Currently, she is a full time Lecturer at the Universidad de Extremadura, a member of its Educational Science Department, and a member of the design team for the B.A. in Primary Education Bilingual Section. Her research and teaching interests revolve around teacher and vocational training, educational technology, educational innovations, and social education. Her Ph.D. dissertation, "Learning Tutors' Training," was awarded 2014 Teaching Excellence at the Universidad de Extremadura. She was a Visiting Researcher at the Institute for Employment Research, Warwick University, United Kingdom, in 2006 and 2014.

Linda Gerena has a Ph.D. in Educational Policy/Bilingual Education from San Diego State University, an M.A. in TESOL and an M.A. in Urban/Bilingual Education. She is a Full Professor at York College, City University of New York, where she teaches courses on second language acquisition and effective practices in language instruction. As a recipient of an US Department of State Fulbright Scholar Award, she spent a semester exploring bilingualism and bilingual programs in Madrid. As a US State Department English Language Specialist, she has provided professional development for bilingual teachers in Castilla-La Mancha and Extremadura.

María Amor Barros del Río is an Assistant Professor of English at the University of Burgos. She has worked at secondary, adult and university levels of education, and has published several books and articles. Her research interests include teacher training, literature, and gender critical and cultural studies.

María Asunción Barreras Gómez es docente de asignaturas de grado de Educación y Estudios ingleses y cursos de doctorado con mención de calidad hacia la excelencia. Ha presentado comunicaciones en congresos nacionales e internacionales y ha publicado cuatro libros, además de artículos en revistas de investigación especializadas.

María de Lourdes Gutiérrez Aceves es docente en la Licenciatura en la Enseñanza del Inglés de la Escuela de Lenguas de la Universidad Autónoma de Chiapas; cuenta con varias certificaciones internacionales en inglés y francés, una Maestría en Formador de Formadores en la Enseñanza del Inglés por la Universidad de Exeter, un Doctorado en Educación, y diversas diplomaturas en el área de tecnologías en la Educación, Sustentabilidad y Equidad de Género y Derechos Humanos. Ha sido coordinadora del Centro de Autoacceso y Coordinadora de Desarrollo Sustentable, y miembro del Comité de Diseño Curricular, del Cuerpo Académico "Desarrollo Profesional y Evaluación en TESOL" y de RECALE.

Marta Baltodano is a Professor in the Department of Urban Education at Loyola Marymount University. Her research focuses on neoliberalism, teachers' beliefs on social justice, and interracial conflicts in Los Angeles. Her teaching includes issues of critical educational theory, globalization, social justice, and qualitative research. She is the president of the Council of Anthropology and Education of the American Anthropological Association, and the author of the book *Appropriating the Discourse of Social Justice in Teacher Education* (Rowman & Littlefield).

Mónica Torres Torija es egresada de la Licenciatura en Letras Españolas del Tecnológica de Monterrey y de la Maestría en Educación Superior de la Universidad Autónoma de Chihuahua. Ha sido catedrática universitaria durante veintidós años en la Licenciatura en Letras Españolas y en la Maestría en Humanidades. Ha participado en numerosos congresos internacionales y ha colaborado en publicaciones y ediciones de crítica y estudios literarios. Actualmente se encuentra cursando el doctorado en Filosofía con acentuación en Estudios de la Cultura en la Universidad Autónoma de Nuevo León.

Pablo Celada Perandones, Profesor Titular en la Universidad de Burgos, es Doctor en Ciencias de la Educación por la Universidad de Salamanca.

Purificación Valer es Licenciada en Filología Inglesa por la Universidad de Zaragoza, Diplomada en Filología Hispánica por la Universidad de La Rioja, y M.A. en TESOL por California State University, Los Angeles. Fue profesora bilingüe en el estado de California, y posee las credenciales de Multiple Subject y Bilingüe Español/Inglés del Departamento de Educación de California. Es Catedrática de Filología Inglesa, ha sido coordinadora de Programas Internacionales del Gobierno de La Rioja y coordinadora y profesora de Bachillerato Internacional.

Verónica E. Valdez is an Assistant Professor in the Department of Education, Culture and Society at the University of Utah. Her research interests include language policy and planning, teacher education on working with linguistically diverse populations, and language education efforts in families, schools, and communities of linguistically diverse students.

Vivian Gabriela Mazariegos Lima tiene un Doctorado en Educación y es docente de Licenciatura en la Enseñanza del Inglés y de la Maestría en Didáctica de Lenguas de la Universidad Autónoma de Chiapas. Es miembro del Cuerpo Académico "Desarrollo Profesional y evaluación en la enseñanza de lenguas" y del núcleo básico de la Maestría en Didáctica de las Lenguas.