

II International Colloquium on Languages, Cultures, Identity, in School and Society

| Miércoles, 6 de julio - Wednesday, July 6 | | |
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| 9:00-9:30 | Recogida de Materiales / Materials Pickup | |
| 9:35-9:50 | Representante Ayuntamiento de Soria/ City of Soria Representative: <i>Bienvenida / Welcome.</i> | |
| 9:55-10:20 | Francisco Ramos, Isabel Sanz. <i>-Mensaje de Shane Martin, Decano de la Facultad de Educación, LMU / Message from Shane Martin, Dean, School of Education, LMU.</i> | |
| 10:20-10:45 | <i>Descanso / Break</i> | |
| | Room 1 | Room 2 |
| 10:50-11:45 | <p>-Francisco Marcos Marín: <i>RIUSS y el Papel de la Traducción en el Español de los EUA.</i></p> <p>-Antonia Navarro Tejero: <i>Reflexiones sobre el Proceso Enseñanza-Aprendizaje Solidario Feminista en un Aula Multicultural de Literatura Postcolonial.</i></p> | <p>-Brenda Oriana Fuentes: <i>Linguistic Identities and Pedagogical Practices: Bilingual Teachers.</i></p> <p>-Gladys M. Vega: <i>Shifting Identities: From Teaching Math and Science to Teaching ESL.</i></p> |
| 11:55-12:50 | <p>-Cynthia S Wiseman: <i>Infusing Global Competencies into the Curriculum.</i></p> <p>-Heejin Song: <i>Discourses of Diversity and Multicultural Youth Identity in South Korea.</i></p> | <p>-Alicia Fernández Barrera <i>Co-constructing Bilingual Identities in La Mancha CLIL Classrooms.</i></p> <p>-Nicole Marie Sager: <i>Factors Influencing the Use and the Status of Spanish in Five Bilingual Preschool Classrooms.</i></p> |
| 1:00-1:55 | <p>-Amador Jiménez, María Rodríguez: <i>Teaching Strategies in Immersion and Dual Language Education.</i></p> <p>-Silvia Pellicer, Irene Delgado: <i>The Potential of the Social Theatre in Bilingual Classrooms: A Small-Scale Study.</i></p> | <p>-Laura Guzman-DuVernois: <i>Impact of Immigration on Families: The PK-12 Perspective.</i></p> <p>-Mary Benedetti: <i>Roma Students' and Majority Culture Teachers' Perceptions of Each Other and Education in Czech Schools.</i></p> |

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| 2:00-5:00 | Comida / Lunch | |
| 5:00-5:55 | <p>-Monika Madinabeitia: <i>Basque American Literature: Identity Construction</i></p> <p>-Irene Pagola Montoya: <i>Discovering English[es]: The Experience of Otherness through Literature.</i></p> | <p>-Pablo Celada, Andrés González, Altamira Lopez Gallego: <i>Los Programas Europeos Erasmus Plus para la Internacionalización del Profesorado y del Alumnado: "Following the Footprints of the Emperors: Un Proyecto en Marcha."</i></p> <p>-Roberto Ortega: <i>Trabajando con Indígenas en América Latina y con Palestinos a través de Cives Mundi.</i></p> |
| 6:05-7:00 | Foro Abierto: Lenguas / Open Forum: Language | |
| 8:30 | Social Event (Optional) / Evento Social (Optativo) | |

Program Change: Amador Jiménez, María Rodríguez.
Thursday, July 7, Room 1 - 9:30-10:25

| Jueves, 7 de julio – Thursday, July 7 | | |
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| | Room 1 | Room 2 |
| 9:30-10:25 | <p>-Joshua Lee: <i>Understanding Cantonese in the Portuguese Classroom.</i></p> <p>-M^a Teresa Pisa Cañete: <i>Speaking French and English and Why: Sociolinguistic Field Study in Sudbury (Ontario).</i></p> | <p>-Héctor García: <i>Miradas e Identidades Transatlánticas: Catalanisme y Mexicanidad en la Narrativa de C. Riera, E. Serna y J. Soler.</i></p> <p>-Ana Navarrete: <i>Tres Relatos Contemporáneos para la Enseñanza del Español como Lengua Extranjera.</i></p> |
| 10:35-11:30 | <p>-Prosperous Nankindu: <i>Use of Native Languages in Primary School Classrooms in Uganda: A case of Luganda.</i></p> <p>-Guadalupe Dorado Escribano: <i>Impact of Immigration on Families: Loss of Mother Tongue, Culture, and Identity in Africans Living in Spain.</i></p> | <p>-Carolina Delamorclaz Ruiz: <i>La Animación como Herramienta Multicultural.</i></p> <p>-Anna Nencioni, Paula Pessanha: <i>La Conciencia de la Complejidad: Un Espacio para el Aprendizaje.</i></p> |
| 11:35-11:55 | <i>Descanso / Break</i> | |
| 12:00-12:55 | <p>-Elena Rodríguez Murphy: <i>Between Nigeria and America: Multilingualism and Transculturation in Chimamanda Ngozi Adichie's Americanah.</i></p> <p>-Cristina Sánchez Martín: <i>A Conceptualization of Transfer for L2 / Multilingual Writing from a Translingual Lens: Codemeshing as Evidence of Transfer.</i></p> | <p>-Patricia DiCerbo: <i>Negotiating a Democratic Learning Space: Teacher Exploration of Self and Other through Dialogue and Narrative.</i></p> <p>-Tiffany Farias-Sokoloski: <i>These Kids Are Different: An Exploration of How Ideologies and Personal Experiences Influence Teachers' Identities.</i></p> |
| 1:05-2:00 | <p>-Patricia Silva, Leslie Reese, Serafín Antúnez: <i>Cultural and Linguistic Rights of Immigrant Pupils in Schools in Catalonia.</i></p> <p>-Elena del Pozo: <i>Students Have the Floor: The U.N. Model in the Global Classroom.</i></p> | <p>-Shem Macdonald: <i>The Impact of Additional Language Use on the Identities of Learners in a Higher Education Setting.</i></p> <p>-Floyd H. Graham III: <i>Teaching for Japan's Future: Multicultural English Education in Japanese University Classrooms.</i></p> |

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| 2:00-5:00 | <i>Comida / Lunch</i> | |
| 5:00-5:55 | <p>-Rochelle Cassells: <i>Psychological and Educational Impact of Immigration-Induced Maternal Separation on Children.</i></p> <p>-Elizabeth Paulsen Tonogbanua: <i>Transmigration Experiences of Newcomers in the Context of an English-Only Education: Sense-Making by Former Newcomer ELLs.</i></p> | <p>-April Haulman, Regina López: <i>Issues to Consider: Designing and Implementing Two-way, Dual Language Programs.</i></p> <p>-Susana Gómez Martínez: <i>CLIL Programmes: A Big Open Door for Language Learning.</i></p> |
| 6:05-7:00 | Foro Abierto: Culturas / Open Forum: Culture | |
| 7:30 | Social Event (Optional) / Evento Social (Optativo) | |

Addendum:

Linda Gerena: *Identifying Effective Practices in Bilingual Education.*
Room 1 - 10:35-11:30

| Viernes, 8 de julio – Friday, July 8 | | |
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| | Room 1 | Room 2 |
| 9:30-10:25 | <p>-Joel Gómez: <i>An Analysis of the U.S. Title III of the "Every Student Succeeds Act" - Bakhtian Agency, Authority, and Intersubjectivity.</i></p> <p>-Desmond I. Odugu: <i>"Old Wine, New Skin!" Public Media and Epistemological Disjuncture in Contemporary Politics of Multilingual Education.</i></p> | <p>-Carlos Chancay Cedeño: <i>Intercultural Competence in EFL Teachers in Ecuador.</i></p> <p>-Martin Goosey: <i>A Monoglot in a Globalized World.</i></p> |
| 10:35-11:30 | <p>-Regina López, April Haulman: <i>A House of Mirrors: What I Know About Myself and Other Mexican Origin Children.</i></p> <p>-Susana Gómez Martínez: <i>Multilingual Schools: Supporting Diversity in Education.</i></p> | <p>-Vivian Mazariegos: <i>Identificación de Estrategias y Técnicas Didácticas en la Enseñanza del Inglés con Alumnos con Problemáticas Psicopedagógicas.</i></p> <p>-Carmen Octavio: <i>Instrucción de Lenguas de Herencia en Indiana.</i></p> |
| 11:35-11:55 | <i>Descanso / Break</i> | |
| 12:00-12:55 | <p>-Marianna Chodorowska-Pilch: <i>Is This Saint Really that Important to Know the Date Anymore?</i></p> <p>-Francisco José Francisco Carrera, Verónica Díaz Buberós: <i>The Use of Japanese Poetry (Haiku) to Stimulate Creative Processes in the English Language Classroom.</i></p> | <p>-Karin Boerger: <i>Preparing Early Childhood Educators to Understand Linguistically Diverse Students' Language Skills.</i></p> <p>-Mary Alice Soriero: <i>Culture Outside the Box.</i></p> |
| 1:05-2:00 | Foro Abierto: Identidad / Open Forum: Identity | |
| | Certificados y Evaluación / Certificates and Evaluation | |

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

Presenters' Bios

Alicia Fernández Barrera, Universidad de Castilla-La Mancha, Spain.

Currently a second year PhD student awarded with a national research grant (FPU) by the Spanish Ministry of Education. She is interested in sociolinguistic lines of research, particularly bi-multilingualism, identity, ideology, linguistic ethnography, and language policy.

Altamira Alicia López Gallego, Universidad de Burgos, Spain.

Licenciada en Filología Inglesa y Maestra en Lenguas Extranjeras. Dio clase de español en Georgia College, Estados Unidos. En la actualidad es profesora de Enseñanza Secundaria y Profesora Asociada de Didáctica de la Lengua y de la Literatura en la Universidad de Burgos.

Amador Jiménez, Metropolitan State University of Denver, USA.

Dr. Jiménez has worked for Denver Public Schools for four years. He is currently working as Adjunct Professor at Metropolitan State University, Denver. His main research focus revolves around second language acquisition. He also has a teaching license for K-12 with an endorsement in culturally and linguistically diverse students.

Ana Navarrete, Universidad Autónoma de Madrid, Spain.

Doctora en Literatura. Especialista en Literatura Infantil y Enseñanza de Español para Extranjeros. Colaboró con la Universidad Complutense en los Cursos para Profesores Norteamericanos de Enseñanza Bilingüe entre 1992 y 2010. En su taller de Técnicas de Lectura, proponía incorporar la Literatura Infantil a la Enseñanza del Español.

Andrés González Santa Olalla, Universidad de Burgos, Spain.

Licenciado en Física, profesor de Enseñanza Secundaria, y Máster en Educación y Sociedad Inclusivas. Profesor asociado del Departamento de Didácticas Específicas de la Universidad de Burgos.

Anna Nencioni, Universidad de Salamanca, Spain.

Dr. Nencioni imparte clases de Italiano como L2, e Italiano de la publicidad y de las microlenguas. Participa en proyectos europeos sobre intercomprensión y proyectos de innovación docente de la USAL. Sus investigaciones se centran en el análisis del discurso de la escritura periodística, de la comunicación institucional y publicitaria y de la divulgación científica.

Antonia Navarro Tejero, Universidad de Córdoba, Spain.

Profesora Titular de la Universidad de Córdoba, donde coordina el Seminario Permanente de Estudios sobre India. Actualmente lidera el Eje 3 del proyecto financiado por el Ministerio de Ciencia e Innovación "Cuerpos en Tránsito".

April Haulman, University of Central Oklahoma, USA.

Dr. Haulman is a Professor and Coordinator of the Bilingual Education/Teaching English as a Second Language Master's degree program at the University of Central Oklahoma, which focuses on the development and preparation of teachers of emergent bilinguals at the pre-k through 12th grade level. She has held this position for over thirty years.

Brenda Oriana Fuentes, Northern Illinois University, USA.

Dr. Fuentes's research interests include bilingual education, language and identity, and ethnography. She is currently an Assistant Professor of Bilingual/ESL Education at Northern Illinois University. By working with pre-service and in-service educators, Dr. Fuentes seeks to make a contribution to research which aims to improve bilingual teacher preparation and practice.

Carlos Chancay Cedeño, Universidad Técnica de Manabí, Ecuador, and Universidad Autónoma de Madrid, Spain.

Carlos is currently a Ph.D. candidate at the Universidad Autónoma de Madrid, conducting research in the area of intercultural competence in EFL teachers.

Carmen Octavio, Purdue University, USA.

Carmen is a Ph.D. Candidate in Hispanic Linguistics at Purdue University. The focus of her research is the study of heritage language speakers in the educational environment. Her dissertation work focuses on language ideologies in Spanish Heritage Speakers with a transdisciplinary approach between Linguistics, language education and Critical Theory.

Carolina Delamorclaz Ruiz, Universidad de Castilla-La Mancha, Spain.

Estudió Bellas Artes en la Facultad de Cuenca, donde también cursó un Máster de Investigación en Prácticas Artísticas y Visuales, especializándose en Animación. Posteriormente, comenzó sus estudios de doctorado en este campo, ampliando su formación con un Animation Workshop en Dinamarca.

Cristina Sánchez-Martín, Illinois State University, USA.

Cristina is a Ph.D. student of Second Language Writing at Illinois State University. She holds B.A. degrees in Hispanic Philology and English Studies from the University of Salamanca, Spain, as well as an M.A. in Translation and Intercultural Mediation, and an M.A. in English Teaching from the University of Salamanca.

Cynthia Wiseman, Borough of Manhattan Community College, CUNY, USA.

Dr. Wiseman is passionate about empowering students to become global citizens. She attended the Salzburg Seminar (2005), discussing challenges facing community college students in developing global competencies for the 21st century. Dr. Wiseman co-presented at the 9th International Conference on Environmental/Cultural/Economic/Social Sustainability in January 2013.

Desmond Odugu, Lake Forest College, USA.

Assistant professor of Education at Lake Forest College, Illinois, USA. Dr. Odugu is also a visiting professor at the Center for Multilingual Education and Literacies in the School of Education at the University of the Witwatersrand, Johannesburg, South Africa. He is former chair of Comparative and International Education Society's Language Issues Special Interest Group, and Director of International Network for Action Research on Education, Language and Society. His field research spans twelve countries across four continents.

Elena del Pozo, Universidad Autónoma de Madrid, Spain.

Elena del Pozo teaches History and Geography at a bilingual secondary school in Madrid. She has degrees in English Language, Geography & History (UCM) and holds a Masters degree in International Education (Endicott College, Massachusetts). She is currently a Ph.D. student at the UAM. Her interests include research on bilingual programs, evaluation, and CLIL teaching. She writes articles and conducts teacher training workshops based on her teaching experience, and co-operates with publishers engaged in bilingual education.

Elena Rodríguez Murphy, Universidad de Salamanca, Spain.

Elena works in the Department of Translation and Interpreting at the University of Salamanca. She is the author of "Traducción y literatura africana: Multilingüismo y transculturación en la narrativa nigeriana de expresión inglesa" [Translation and African Literature: Multilingualism and Transculturation in Anglophone Nigerian Writing] (2015).

Elizabeth Paulsen Tonogbanua, Boston Public Schools, USA.

Dr. Tonogbanua holds an Ed.D. in Urban Education, Leadership, and Policy Studies from the University of Massachusetts, Boston. She has taught EFL in Korea and Japan. Currently, she teaches ESL to middle schoolers in Boston Public Schools. Her areas of interest include the newcomer experience in urban public schools and the intersection of teacher preparation and immigrant education.

Floyd Graham III, Kansai Gaidai University, Japan.

Floyd Graham received his M.A. in Second Language Studies from the University of Hawai'i and has been teaching in the Intensive English Studies Program at Kansai Gaidai University in Osaka, Japan, for the last nine years. He has presented at international conferences in Malaysia, Japan, the USA, Thailand, and Kenya.

Francisco José Francisco Carrera, Universidad de Valladolid, Spain.

Dr. Francisco earned a Ph.D. in Education and a B.A. in English Arts. He has been a college lecturer for almost twenty years.

Francisco Marcos Marín, University of Texas at San Antonio, USA.

Dr. Marcos is a Humboldt Research Award winner (Germany), an Expert of the European Research Council, and a Professor of Linguistics in the University of Texas at San Antonio. From 1999 to 2001, he was the Academic Director of the Instituto Cervantes. He is a Member of the Academia Norteamericana de la Lengua Española and of the Academia Argentina de Letras. He is also an Honorary Citizen of San Antonio, Texas.

Gladys Vega, William Paterson University, USA.

Associate Professor of TESOL in the Department of Languages and Cultures at William Paterson University of New Jersey, where she teaches courses in Applied Linguistics and Hispanic Linguistics. Her interests include foreign/second language teacher education, culturally relevant pedagogy for English learners, and second language writing.

Guadalupe Dorado Escribano, Universidad Camilo José Cela, Spain.

Ms. Dorado studied Translation and Interpreting and completed a Master in International Education and Bilingualism. Her research has focused on the exploration of the loss of native language in Romanian and African immigrants living in Spain and on the connection of language loss to cultural and identity loss.

Héctor García, Loyola University Chicago, USA.

Professor of Literature, Gender, and Cultural Studies. His research emphasis is on XX/XXI Latin American Literatures, film, Ibero-Transatlantic Studies, and Mexican-US transnationalism. He has published and presented in Cuba, Brazil, France, México, Spain, and the US. He is currently the Director of Loyola's Interdisciplinary Latina/o and Latin American Studies Program. He holds an M.A. and a Ph.D. from The University of Chicago.

~~Heejin Song, University of Toronto, Canada.~~

~~Ph.D. candidate at OISE, University of Toronto, and a course instructor at New College, University of Toronto. Her research interests lie in second language education, multicultural education, critical pedagogy, critical discourse analysis, language ideology and policy planning, curriculum and textbook analysis, and action research.~~

Irene Delgado-Suárez, Universidad de Zaragoza, Spain.

Irene Delgado-Suárez is an Infant Education Teacher specialized in Bilingual Education. She has recently obtained the Faculty Award for her Degree Dissertation and is currently finishing a Master in Educational Research. Her research interests are related to the potential of drama techniques for the development of social awareness.

Irene Pagola Montoya, Escuela Oficial de Idiomas de Tudela, Spain.

Licenciada en Traducción e Interpretación, and Licenciada en Filología Inglesa from the Universidad de Salamanca. She is currently an English teacher at the Escuela Oficial de Idiomas in Tudela. Her Diploma de Estudios Avanzados' research project, "Hybrid Education as a Source of Contradiction in the Way to Womanhood in Tsitsi Dangarembga's Nervous Conditions," earned a Sobresaliente-Cum Laude from the Universidad de Salamanca. She has also conducted research at the Centre of African Studies at the University of Cambridge.

Joel Gómez, The George Washington University, USA.

Joel Gómez is Principal Investigator of the Second Language and Culture Exposure for Children project, and of the International Baccalaureate TOEFL Project. Previously, he served as Principal Investigator of the National Clearinghouse for Bilingual Education (NCBE) and the National Clearinghouse for English Language Acquisition (NCELA).

Joshua Lee, University of Macau, China.

Senior Instructor at the English Language Centre, Faculty of Arts and Humanities. He has an M.A. in English with a concentration in TESOL from San Francisco State University. His research interests include using technology in language teaching and humor.

~~Karin Boerger, University of Colorado at Boulder, USA.~~

~~Karin is a bilingual speech-language pathologist by trade, with over ten years' work with Spanish-speaking children with language learning difficulties. She currently teaches undergraduate classes in Language Development and graduate coursework on bilingualism, and provides clinical instruction for graduate students earning their Masters in Speech-Language Pathology at the University of Colorado-Boulder.~~

Laura Guzmán-DuVernois, El Paso Independent School District, USA.

Dr. Guzmán-DuVernois holds an Ed.D. in Educational Leadership/Administration Professional Experience. She has taught in diverse settings, urban populations, global ethnicities, military, and immigrants for more than a decade. Moreover, she has experience as an Administrator, AVID coordinator, Math coach, and research. She is a former non-profit law firm Board of Directors' President, and a daughter of immigrants. Currently, she is a Vice Principal in an urban campus located three miles from the Mexican border.

Leslie Reese, California State University Long Beach, USA.

Dr. Reese is a Professor in the Departments of Teacher Education and Educational Leadership at CSULB. Her research interests include language and literacy development among Spanish speaking children in the US and Mexico, bilingual program implementation, and culturally responsive pedagogy.

Linda Gerena, City University of New York, USA.

Dr. Gerena is a Professor at York College, CUNY. She mentors preservice teachers in New York City and teaches courses on L1 and L2 literacy, and effective practices for ELLs in elementary and secondary classrooms. For a complete review of Dr. Gerena's background, visit her web site http://www.york.cuny.edu/portal_college/lgerena

~~María Teresa Pisa Cañete, Universidad de Castilla-La Mancha, Spain.~~

~~María Teresa has worked as a French teacher for eight years. She currently teaches cultural studies of the French speaking countries. Her research interests revolve around languages in contact (mainly English and French) following sociolinguistic methods, and around theatre written in bilingual or multilingual regions.~~

María Rodríguez Marcos, International School of Denver, USA.

María es profesora de aula en niveles de infantil y primaria desde hace más de dieciocho años. Tiene un Máster en Dirección y Gestión para la Mejora de la Calidad de los Centros Educativos. Desde hace cuatro años trabaja en Denver en un centro de inmersión en tres idiomas, entre los que se encuentra el español. Actualmente es la directora del programa de inmersión en español en dicho centro.

Marianna Chodorowska-Pilch, University of Southern California, USA.

Marianna's primary interest has been cross-linguistic encoding of politeness, which originated in pragmatics, but then evolved into other areas such as grammaticalization, discourse analysis, cognitive linguistics, and sociolinguistics. Recently, she has been interested in the influence of culture in Spanish and how culture should be taught together with grammar.

Martin Goosey, British Council Madrid Young Learners, Spain.

A manager for British Council Spain, Martin has worked in Europe, the Middle East, and Asia for twenty-two years. With numerous ELT qualifications and two Master's degrees (undertaking research on "World Englishes"), he speaks regularly at conferences, runs Trinity Continuing Professional Development courses, specializes in Young Learners' teaching, and reviews coursebooks for publishers.

Mary Benedetti, University of Cincinnati, USA.

A teacher educator for over twenty years, Dr. Benedetti specializes in the education of linguistic and cultural minority students. Her recent work addresses inequities in the education of Roma children, with the goal of developing teacher training programs designed to improve educational outcomes for these students.

Mary Alice Soriero, CEA Study Abroad, Spain.

With a B.A. in Asian Studies and an M.S. in Education, Culture and Society, Mary Alice has lived and worked on four continents and with students of all ages working towards bilingual and bicultural competencies. As Academic Director for C.E.A. in Seville, she actively designs cultural engagement events for students.

Monika Madinabeitia, Mondragon University, Spain.

Monika is an Associate professor at Mondragon University, HUHEZI. Her main research field is identity in multicultural contexts, with an emphasis on Basque identity in the homeland and in the diaspora of the American West. She also works on past and present Basque emigration, as well as current immigration into the Basque Country in educational contexts.

Nicole Sager, University of Colorado at Boulder, USA.

Dr. Sager has over twenty years of education experience and has taught preschool, elementary, secondary, and post-secondary ESL, Spanish, and teacher training courses in the US and abroad. Her doctoral research explored bilingualism, best practices, teacher training, and the use of Spanish in Head Start preschool classrooms.

Pablo Celada Perandones, Universidad de Burgos, Spain.

Pablo es doctor en Ciencias de la Educación por la Universidad de Salamanca.

Patricia DiCerbo, The George Washington University, USA.

Dr. DiCerbo is a researcher and adjunct faculty at the George Washington University. Her research interests include academic language, cultural and linguistic diversity, formative assessment, and teacher education. She teaches graduate courses in second language acquisition, second language literacy, development and diversity in GWU's Department of Curriculum and Pedagogy.

Patricia Silva, Universitat de Lleida, Spain.

Lecturer in the Department of Pedagogy and Psychology at the Faculty of Education, Psychology, and Social Work of the University of Lleida. Member of the consolidated research group EDO-UdL.

Paula Pessanha Isidoro, Universidad de Salamanca, Spain.

Paula imparte Lengua y Literatura Portuguesa como L2, Escritura Creativa, y Evaluación en el Máster de Secundaria de la universidad. Participa en proyectos europeos y de la USAL sobre intercomprensión e innovación docente.

Prosperous Nankindu, Kyambogo University, Uganda.

Dr. Nankindu teaches Luganda at Kyambogo University in Uganda, East Africa. She holds a Doctorate in Linguistics and a Masters and B.A. in Education. Her research interests are assessment and evaluation, indigenous language teaching, literacy, and multilingualism.

Regina López, University of Central Oklahoma, USA.

Ms. Lopez is ABD at OU in the Educational Administrative Curriculum & Supervision doctoral program. She holds a B.A. in Spanish Education, an M.Ed. Master's in Education, a Special Endorsement in Bilingual/Multicultural Education, and a Special Endorsement in English as a Second Language, Elementary, Middle & Secondary Principal Certification. Regina has been teaching courses in the Bilingual/TESL master's program at the University of Central Oklahoma for the past fifteen years.

Roberto Ortega, Cives Mundi, Spain.

Roberto estudió en la Facultad de Ciencias de la Comunicación de la Universidad Autónoma de Barcelona. Como periodista, fue Redactor-Jefe y Subdirector de "Heraldo de Soria" durante diecisiete años, medio en el que sigue colaborando como columnista. En la actualidad es responsable de Comunicación de Cives Mundi, Huertos de Soria y El Hueco, puesto que ocupa desde el año 2008.

Rochelle Cassells, Cornell University, USA.

Rochelle is a Ph.D. candidate in Human Development at Cornell University, studying the effects of maternal separation in immigration. Her other research involves the effects of poverty on child development. She is a National Science Foundation Graduate Research Fellow. She holds an M.A. in Human Development from Cornell University and graduated magna cum laude from Temple University with a B.A. in Psychology.

Serafín Antúnez Marcos, Universidad de Barcelona, Spain.

Catedrático de Didáctica y Organización Escolar. Es Profesor en el Departamento de Didáctica y Organización Educativa de la Universidad de Barcelona. Especialista en organización y gestión de instituciones educativas, formación de directivos, profesores y supervisores escolares. Es también Director del Máster de Dirección de Instituciones Educativas de la Universidad de Barcelona.

Shem Macdonald, La Trobe University, Australia.

Shem is a Lecturer in Applied Linguistics and Language Education at La Trobe University in Melbourne, Australia. His research interests include the teaching and learning of second / additional language pronunciation and ways that multilingual people engage in the development of their identities through speaking.

Silvia Pellicer-Ortín, Universidad de Zaragoza, Spain.

Lecturer at the Department of English and German Philology, Faculty of Education at the University of Zaragoza. She has been a Visiting Scholar at the Universities of Cambridge, Reading, Birkbeck College (London), and the University of Toulouse le Mirail. She has delivered many papers and published in scientific journals and books related to her main fields of research, both literary studies and innovative teaching practices related to bilingual programs.

Susana Gómez Martínez, Universidad de Valladolid, Spain.

Dr. Gómez is a lecturer of undergraduate and postgraduate courses at the UVa. Her fields of expertise are SLA and EFL methodology; she works as a reviewer for several international journals in the field, and she coordinates and participates in several national and international research and innovation projects.

Tiffany Farias-Sokoloski, The University of Texas at San Antonio, USA.

Her research interest lies in the field of public education, specifically focusing on the ways in which socioeconomic diversity frames teachers' narrative identities. Her publications have been featured in journals such as The International Journal of Multicultural Education, The Bilingual Research Journal, and The Journal of Latinos and Education.

Verónica Díaz Buberós, Sand Springs Elementary School, Utah, USA.

Verónica has a B.A. in Education. She has taught English and Spanish in different institutions.

Vivian Mazariegos Lima, Universidad Autónoma de Chiapas, Mexico.

Profesora de tiempo completo de la UNACH. 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 UNACH. También es miembro del grupo de "Desarrollo Profesional y evaluación en la enseñanza de lenguas" y del núcleo básico de la MADILEN.