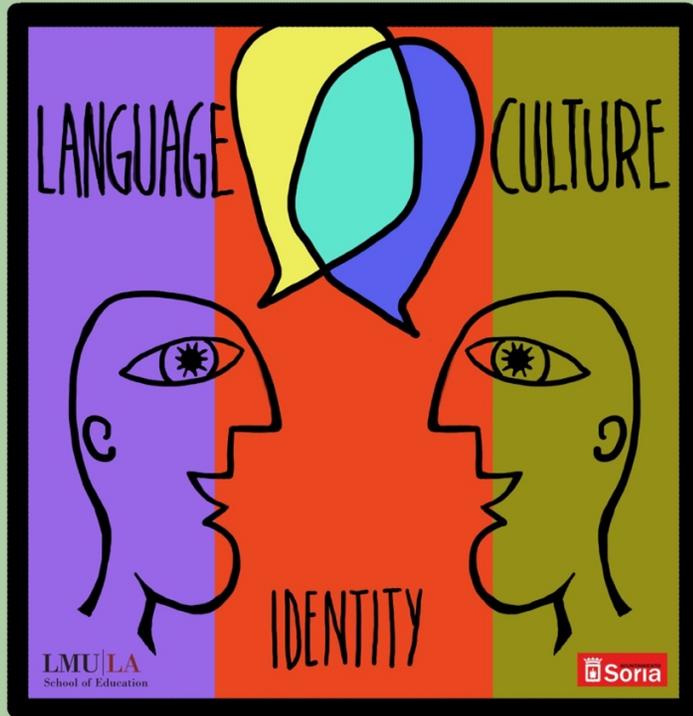


III International Colloquium on Languages, Cultures, Identity, in Schools and Society - Soria, Spain

Official Program

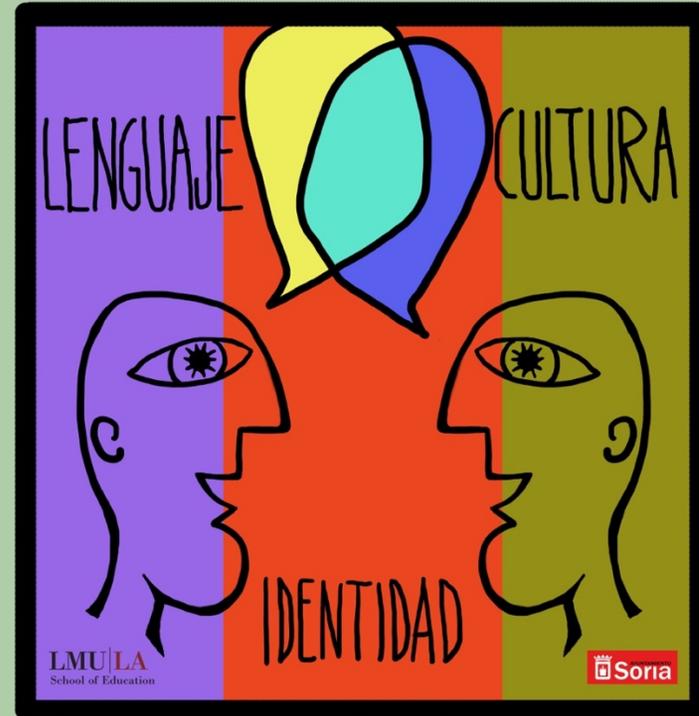
III International Colloquium on  
Languages, Cultures, Identity in Schools & Society  
Soria (Spain), July 5-7, 2017



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III Coloquio Internacional sobre Lenguas,  
Culturas e Identidad en la Escuela y la Sociedad  
Soria (España), 5-7 de julio, 2017



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**Wednesday, July 5, 2017**

<b>8:45-9:15</b>	<b>Materials Pickup</b>		
<b>9:20-10:00</b>	<p align="center"><b>Plenary Session: Erwin H. Epstein, Professor Emeritus, Loyola University Chicago:</b>  <i>Education in Shaping National Identity and Consciousness: A Filter-Effect Theory of Schooling</i></p>		
<b>10:05-10:20</b>	<p align="center"><b>Jesús Báñez, Francisco Ramos, Isabel Sanz:</b>  <i>Welcome</i></p>		
	<b>Room 1</b>	<b>Room 2</b>	<b>Room 3</b>
<b>10:30-11:25</b>	<p align="center"><b><u>Language Policies</u></b></p> <p><b>William Robert Amilan Cook:</b>  <i>Expatriate Populations and the Production of Scaled Language Policy</i></p> <p><b>Leonor María Martínez:</b>  <i>Landscapes of the Mind: Cultural Identity, Plurilingualism, and Global Citizenship in 21<sup>st</sup> Century Europe</i></p>	<p align="center"><b><u>Culturally Relevant Pedagogy</u></b></p> <p><b>Christine Hahn:</b>  <i>Making English Language Learning Culturally Relevant for Students in Latin American Countries</i></p> <p><b>Taryn U’Halie:</b>  <i>Using Animal-Assisted Activities to Promote Trilingual Reading in Kazakhstan</i></p>	<p align="center"><b><u>Youth and Identity</u></b></p> <p><b>Patricia Cacho:</b>  <i>When Race Encounters Youth in Place</i></p> <p><b>Ruth Harman:</b>  <i>Cultural and Semiotic Processes of Bilingual Youth in an Arts! Youth Institute</i></p>
<b>11:30-11:50</b>	<b>Break</b>		
<b>11:55-12:50</b>	<p align="center"><b><u>Lenguaje en Contextos Diferentes</u></b></p> <p><b>Joaquín Sueiro, Carlos Pazos:</b>  <i>Lengua, Cultura e Identidad en la Enseñanza de la Lengua Española en Bachillerato en Puebla y Galicia: ¿Neutralidad o Cosmopolitismo?</i></p> <p><b>Beatriz Suárez, María Rosa Pérez:</b>  <i>La Etnicidad en los Manuales de ELE: Tres Casos Concretos</i></p>	<p align="center"><b><u>Teacher Training in Different Contexts</u></b></p> <p><b>Noelia Plaza:</b>  <i>Bilingual Teacher Training Through ICT and European Language Labeled Practices</i></p> <p><b>Bianca Vitalaru, Iulia Vescan:</b>  <i>Cultural Differences in Academic Writing in Postgraduate Programs for American Teaching Assistants in Madrid</i></p>	<p align="center"><b><u>Identity in Language Programs</u></b></p> <p><b>Kristen McInerney:</b>  <i>Serving Newcomer ELs in High School: Revealing Themes in Posted Online Public Blog Comments</i></p> <p><b>Lobat Asadi:</b> <i>Intercultural Communication Training as a Bridge Between Cultural Divides</i></p>

<p><b>1:00-1:55</b></p>	<p align="center"><b><u>Language Policies</u></b></p> <p><b>Margaret Funke Omidire:</b> <i>Teachers' Classroom Practices and Multilingual Students' Learning Experiences: An African Perspective</i></p> <p><b>Desmond Odugu:</b> <i>Global Norms, Multilingual Discourse, and Privatization of Education in South-East Nigeria</i></p>	<p align="center"><b><u>Perspectivas Interculturales</u></b></p> <p><b>Diana Bravo:</b> <i>El Componente Cultural en los Manuales de ELE</i></p> <p><b>Vanesa Álvarez:</b> <i>Acercamiento al Paisaje Lingüístico de Ávila: Señas de Una Ciudad</i></p>	<p align="center"><b><u>Languages in Unique Contexts</u></b></p> <p><b>Rebeca Elena Tapia, Eliphelet Rivera Cuayahuitl:</b> <i>Pre-Service Teachers' Beliefs About Teaching English in an Indigenous Context</i></p> <p><b>Jingjing Xu</b> <i>Language Shift in a Japanese-English Bilingual Church in Southwest US</i></p>
<p><b>2:00- 5:00</b></p>	<p align="center"><b><i>Lunch</i></b></p>		
<p><b>5:00-5:55</b></p>	<p align="center"><b><u>Refugees and Technology</u></b></p> <p><b>Theresa Bodon, Jean Bodon, Dharmesh Patel:</b> <i>Rediscovering Self-Identity Through the Medium of Mobile Phone Filmmaking: A Study that Explored the Self-Expressions of Refugees Living in Camps</i></p>	<p align="center"><b><u>Teachers' Attitudes</u></b></p> <p><b>Carlos Chancay, María Fernández-Agüero:</b> <i>Conceptions of Culture and Interculturality in Foreign Language Teachers' Discourse</i></p> <p><b>Aziza Restu Febrianto:</b> <i>Teaching English in Poor-Learning Environments: A Study of EFL Teachers in Indonesian Deprived Schools</i></p>	<p align="center"><b><u>Communication and Confidence</u></b></p> <p><b>Cao Thi Quynh Loan, Richard Bradley:</b> <i>Translanguaging in Triadic Communicative Practice: A Child's Second Language Acquisition</i></p> <p><b>Mark Landry:</b> <i>Gaming, Second Language Acquisition, and Student-Centered Learning</i></p>
<p><b>6:05-7:00</b></p>	<p align="center"><b><u>Teachers in Different Contexts</u></b></p> <p><b>Zeynep Aysan:</b> <i>An Insight into an Accomplished Expatriate EFL Teacher's Teaching Practices and Identity</i></p> <p><b>Fajer Al-Rashid:</b> <i>The Structure and Tenets of English Language Teaching in Kuwait</i></p>	<p align="center"><b><u>Newcomers and Technology</u></b></p> <p><b>Valerie Butrón, Margaret McGregor:</b> <i>Our Journey to America: An English Learner Documentary</i></p>	<p align="center"><b><u>Folklore</u></b></p> <p><b>Silvia Schnitzler:</b> <i>The Tango of Learning: Music, Culture and Language: Our Intangible Heritage</i></p> <p><b>Javier Sepúlveda, Javier Espinoza:</b> <i>Beyond Performance: Exploring Identities and Histories Through Mexican Folklórico in a US Collegiate Setting</i></p>
<p><b>8:30</b></p>	<p align="center"><b><i>Social Hour (Optional). Venue TBA</i></b></p>		

**Thursday, July 6, 2017**

Time	Room 1	Room 2	Room 3
9:30-10:25	<p><b><u>Language Revitalization</u></b>  <b>Cikigaq-Irasema Ortega:</b>  <i>STEAM from an Alaska Native Knowledge Perspective</i>  <b>Hellen Inyega:</b>  <i>What's in a Tongue for Early Grade Literacy Instruction?</i></p>	<p><b><u>Cultural Differences Teachers-Students</u></b>  <del><b>Sonya Romero:</b></del>  <del><i>Ethnic and Cultural Differences Between Teachers and Students</i></del>  <b>Tiffany Farias-Sokoloski:</b>  <i>"What's in a Title?" An Exploration of Social Constructs Engendering Teacher-Students Differences in Title I Schools</i></p>	<p><b><u>Alumnos con Necesidades Especiales</u></b>  <b>María Asunción Barreras:</b>  <i>El Inglés en la Escuela Inclusiva</i>  <b>María de Lourdes Cuéllar:</b>  <i>El Concepto de Copresencia en la Formación Intercultural: Una Experiencia en la Enseñanza del Chino</i></p>
10:35-11:30	<p><b><u>Xenophobic Policies</u></b>  <b>Christine Valenciana, Francisco Balderrama:</b>  <i>Expelled, Excluded, Silenced: Unconstitutional Deportation of Mexican-American Children in the 1930s</i></p>	<p><b><u>Teacher Assistants and Culture</u></b>  <b>Anastassia Tzoytzoyrakos, Thuy Pham:</b>  <i>Training Non-Native Teaching Assistants: Challenges and Effective Practices</i>  <b>Iulia Vescan, Bianca Vitalaru:</b>  <i>Evaluating Teaching Experience as Language Assistants: Analysis of Cultural Factors, Challenges, and Difficulties</i></p>	<p><b><u>Derechos Humanos</u></b>  <b>Adrián Neubauer:</b>  <i>Una Educación Por y Para los Derechos Humanos Para Combatir los Campos de Refugiados</i>  <b>María Bastidas Aliaga:</b>  <i>Estrategias Formativas Para las Trabajadoras del Hogar Región Lima Basadas en Género e Interculturalidad</i></p>
11:35-11:55	<b>Break</b>		
12:00-12:55	<p><b><u>Linguistic Barriers</u></b>  <b>Ronli Nissim:</b>  <i>English in Hebrew: A Case Study</i>  <b>George Son Corpuz, Sara Bilimoria:</b>  <i>Effects of the Language Barrier Faced by Hispanic Immigrants Within a Medical Setting</i></p>	<p><b><u>Conflictos Interculturales</u></b>  <b>Carmen Vicente:</b>  <i>En el Médico: Expectativas Pragmáticas de Aprendientes Marroquíes de ELE</i>  <b>Hamed Abdel Lah Ali:</b>  <i>El Transculturalismo como Alternativa al Multicomunitarismo Creciente en Ceuta</i></p>	<p><b><u>Teachers' and Students' Identities</u></b>  <b>Stephanie Lerat, Véronique Lemoine:</b>  <i>Putting the Notion of Diversity into Action in Teaching Practice</i>  <b>Alaska Black-Hults:</b>  <i>Conflating Disability with Bilingual/Biliteracy Development</i></p>

1:05-2:00	<p align="center"><b><u>Developing Minority Languages</u></b></p> <p><b>Sheryl Santos-Hatchett, Mara Queiroz-Vaughn:</b> <i>Integrating Spanish Into the University Curriculum: A Case Study</i></p> <p><b>Candice Bland:</b> <i>Maximizing the Linguistic Repertoire of Heritage Learners Through Biliteracy</i></p>	<p align="center"><b><u>Literature and Culture</u></b></p> <p><b>Elena Alcalde, Concetta Maria Sigona:</b> <i>Enhancing Cultural Awareness on American Diversity in Tertiary Education Through Elizabeth Alexander's "Praise Song for the Day"</i></p> <p><b>Nathan Henne:</b> <i>Translation and the Concrete Poetics of Indigenous American Languages</i></p>	<p align="center"><b><u>Percepción de Minorías</u></b></p> <p><b>Myrna Iglesias, Magdalena Mejía:</b> <i>La Migración Familiar y la Preservación de las Lenguas: un Estudio en Nealtican Puebla México</i></p> <p><b>Estela Calero:</b> <i>La Imagen de los Hispanos en la Industria Televisiva y Cineasta de los Estados Unidos</i></p>
2:00-4:30	<b>Lunch</b>		
4:30-5:25	<p align="center"><b><u>CLIL</u></b></p> <p><b>Elena del Pozo:</b> <i>The Butterfly Effect: To What Extent Do Students Learn Differently History Contents in Bilingual and Non-Bilingual Settings?</i></p>	<p align="center"><b><u>Literacy Development</u></b></p> <p><b>Thomas DeVere Wolsey:</b> <i>Exploring Literacy in the Disciplines: What Disciplinary Experts and Teachers Think</i></p> <p><b>Rosa María Jiménez:</b> <i>Exploring the Emotion-Available Lexicon in English as an L2 and L3</i></p>	<p align="center"><b><u>Literacy Through Global Education</u></b></p> <p><b>Maureen Manning, Caili Mei, Judith Caporiccio:</b> <i>Increasing Oral Language Fluency in English Learners through the Lens of Global Education Programming</i></p>
5:30	<b>Social Activity (Optional): Visit to the Celtiberian city of Numancia*</b>		

\*The Celtiberian city of Numancia lies 5 miles away from Soria. This year marks the 2,150<sup>th</sup> anniversary of the siege of the city by the Roman consul Scipio Aemilianus. We will provide more specific information about the visit in an upcoming email. In the meantime, feel free to visit: <https://numantinos.com/> for more information on the city (unfortunately, only Spanish is available on the website).

**Friday, July 7, 2017**

<p><b>9:30-10:25</b></p>	<p><b>Plenary Session: Alan Crawford, Professor Emeritus, California State University Los Angeles:</b>  <i>Bilingual/Trilingual Education in Central Asia, Africa, Eastern Europe, and Latin America: Major Concepts and Issues</i></p>		
	<p><b>Room 1</b></p>	<p><b>Room 2</b></p>	<p><b>Room 3</b></p>
<p><b>10:35-11:30</b></p>	<p><b><u>Newcomers and Refugees</u></b>  <b>Luis Javier Pentón:</b>  <i>A Spanish Literacy Program: An L1 Literacy Initiative in the Community</i>  <b>Helaine Marshall, Nan Frydland:</b>  <i>Creating Fertile Spaces for Refugees with Limited Prior Schooling</i></p>	<p><b><u>Cultural Differences</u></b>  <b>Tamara Robledo:</b>  <i>How to Teach Immigrant Students While Maintaining Their Sense of Ethnocultural Pride and Identity</i>  <del><b>Jim Berger:</b></del>  <del><i>Cultural Factors in Higher Education Instruction: An Analytical Review of the Literature</i></del></p>	<p><b><u>Youth and Discrimination</u></b>  <b>Teresa LaFromboise, Shadab Hussain, Nidia Ruedas-Gracia:</b>  <i>Native American Adolescent Belongingness and Academic Engagement: Exploring Contextual and Individual Factors</i></p>
<p><b>11:40-12:35</b></p>	<p><b><u>Interculturalism in Teacher Training</u></b>  <b>Nancy Rodríguez, Anita Batisti:</b>  <i>The Multicultural Education Teacher Leadership Academy Model</i></p>	<p><b><u>Mindfulness</u></b>  <b>Susan Gong, Matthew Mackey:</b>  <i>Reflective Practices in the Classroom: Exploring Identity and Relationships</i>  <b>Darin Earley:</b>  <i>Integrating Culture and Context into Visual Arts Education</i></p>	<p><b><u>Children's Identities</u></b>  <b>Nayr Ibrahim:</b>  <i>The Materiality of a Multilingual Identity: Exploring Children's Multilingual Voices Through Drawings, Objects, and Narratives</i>  <b>José García Moreno:</b>  <i>Learning To Eat Sugar Skulls</i></p>
<p><b>12:40-1:00</b></p>	<p><i>Certificates and Evaluation</i></p>		

### **Cancellations**

**Jeff Pilgram:** *Scripted Lessons in Papua New Guinea: The Impact of Training on Elementary Teachers' Ability to Use Them*

**Jim Berger:** *Cultural Factors in Higher Education Instruction: An Analytical Review of the Literature*

**Kristina Eisenhower:** *Learning Mindfulness to Become Mindful Language Learners*

**Leo Schmitt:** *Sociolinguistic Insights into Chinese Adoption of English Names*

**Marta Baltodano:** *Ethnographies of Fear and Resistance Under Trumpism*

**Sevinç Yerli Usul:** *Turkish EFL Students' and Teachers' Perceptions About Language Identity*

**Sonya Romero:** *Ethnic and Cultural Differences Between Teachers and Students*

### **Addendum**

**Darin Earley:** *Integrating Culture and Context into Visual Arts Education*

**José García Moreno:** *Learning To Eat Sugar Skulls*

## Session Descriptions

Wednesday, July 5

9:20-10:00

### Plenary Session

**Erwin H. Epstein:** *"Education in Shaping National Identity and Consciousness: A Filter-Effect Theory of Schooling"*  
Some nations seek to build national loyalties by using schools to diminish indigenous groups' cultural specific features so as to induce them to believe that their distinctive character makes them incapable of betterment. To do so, schools filter negative images and replace them with favorable concepts of the dominant society. It is easier for children living in faraway areas to accept these school-promoted myths of the main culture. Research conducted in three different countries confirms the results of the filtering function of schooling.

10:30-11:25

### Room 1

**William Robert Amilan Cook:** *"Expatriate Populations and the Production of Scaled Language Policy"*  
Recently, the concept of scale has been fruitfully applied to linguistic anthropology and language policy research (eg. Blommaert, 2010; Hult 2010). However, researchers have often neglected debates in human geography, which problematize the use of scales that are assumed to exist a priori (local, national, global). This paper explores these criticisms and examines the possibilities for language policy research of investigating how language speakers produce scale, with special focus on the implications of this kind of analysis for research in regions with large migrant populations. Examples are derived from the author's work with expatriate residents in the UAE.

**Leonor María Martínez:** *"Landscapes of the Mind: Cultural Identity, Plurilingualism, and Global Citizenship in 21<sup>st</sup> Century Europe"*

In the 1954 European Cultural Convention held in Paris, the Council of Europe put language and culture at the center of the agenda to build a united Europe after two World Wars. The overarching goal was to "safeguard and encourage the development of European Culture" by fostering "the study of all the languages, history and civilization of the others and of the civilization which is common" to all the European peoples. This paper explores how the EU's language policies have promoted language learning, in the hope that polyglot citizens might embrace a philosophy of reciprocal understanding and empathetic global citizenship.

### Room 2

**Christine Hahn:** *"Making English Language Learning Culturally Relevant for Students in Latin American Countries"*

Very often, one of the reasons that students struggle with learning the English language is that they feel a sense of disconnect with what they are learning. Gloria Ladson-Billings' theory of culturally relevant pedagogy states that learning and culture are strongly linked, and in order for students to connect with the content in the ESL or EFL classroom, it is important for teachers to "utilize students' culture as a vehicle of learning". This presentation will explore how culturally relevant pedagogy can be applied when teaching reading and writing to students in Latin American countries, particularly students in Ecuador.

**Taryn U'Halie:** *"Using Animal-Assisted Activities to Promote Trilingual Reading in Kazakhstan"*

Research in TESL/TEFL indicates reading literacy deficiencies are important to communities in multilingual settings, such as Kazakhstan. My work with a U.S. nonprofit, Intermountain Animal Therapy (IAT), and a Kazakhstan

nonprofit, Karaganda Canine Therapy, will establish a trilingual reading literacy program where citizens can read to dogs to improve their reading literacy in Kazakh, Russian, and English. The U.S. nonprofit will provide training materials to health-based professionals and volunteers of the Karaganda nonprofit to become certified through IAT to provide canine reading literacy services to citizens at venues such as libraries, schools, and orphanages.

### **Room 3**

**Patricia Cacho:** *“When Race Encounters Youth in Place”*

This paper discusses the intersection of race, youth, and rurality by exploring the experiences of young people in rural Scotland. Race, rurality and youth are socially constructed. When rurality intersects with race, the rural is imagined as comprising spaces of whiteness, purity and ‘white safe’; as places of sanitation, and thus, as places where difference is denied and has no place. Consequently, the recognition of experiences of racism in rural contexts is minimal. Thus, this paper urges us to explore the impact of racism and xenophobia on minority rural youth and how it can be shaping their experiences and aspirations.

**Ruth Harman:** *“Cultural and Semiotic Processes of Bilingual Youth in an Arts! Youth Institute”*

This project investigates how the institutional spaces for our arts-informed youth work, a middle school building and an art museum, functioned as dynamic and inhibiting forces on the semiotic and relational processes of bilingual youth participants. Through the lens of postmodern geographies, we question “how space hides consequences from us” (Soja, 1989, p. 63), unless we attend carefully to the ways in which youth recreate and re-instantiate the places in which they are thrust. The study highlights how bilingual youth learn to listen to each other in the space between language(s) and silence, language, and action (Paris & Winn, 2013).

**11:55-12:50**

### **Room 1**

**Joaquín Sueiro, Carlos Alfredo Pazos:** *“Lengua, Cultura e Identidad en la Enseñanza de la Lengua Española en Bachillerato en Puebla (México) y en Galicia: ¿Neutralidad o Cosmopolitismo?”*

Las relaciones entre lengua, cultura e identidad han sido analizadas, sobre todo, en el ámbito de la enseñanza de segundas lenguas y lenguas extranjeras. Nuestro propósito en esta investigación es analizar de modo contrastivo esta relación en la enseñanza de la lengua española en el bachillerato que se cursa en Puebla (México) y en Galicia (España). Para ello revisamos de modo crítico, en una primera etapa, estas relaciones y su concreción subyacente en las legislaciones, estándares de aprendizaje, programaciones y pruebas de acceso a estudios universitarios, ya que dichas programaciones vienen determinadas, en gran parte, por estas pruebas.

**Beatriz Suárez, María Rosa Pérez:** *“La Etnicidad en los Manuales de ELE: Tres Casos Concretos”*

Nos proponemos comprobar si, en una serie concreta de manuales de ELE, existe, verbal o gráficamente, representación de diferentes grupos étnicos que reflejen la realidad cultural de los países de habla hispana (o que presenten una perspectiva inclusiva con el destinatario). Nos centraremos en tres manuales del mismo nivel, de los cuales uno se presenta como “neutro”, otro se vende como centrado culturalmente en Centroamérica y un tercero se publicita como “internacional”. Comprobaremos también si las diferencias de destinatario entre estos manuales conllevan diferencias culturales (en la representación de la etnicidad).

### **Room 2**

**Bianca Vitalaru, Iulia Vescan:** *“Analysis of Difficulties and Cultural Differences in Academic Writing in Postgraduate Programs for American Teaching Assistants in Madrid”*

The objective of this paper is to analyze cultural differences in the context of academic writing considering the Spanish and American education systems in the program “Teach & Learn”, at the Instituto Franklin at the University of Alcalá, in Madrid. The program provides training and practice for language assistants students in Madrid schools. The papers submitted by students as part of their Master’s Thesis in the last three academic courses will be analyzed considering their topics and content, as well as their entire learning process, in order to establish specific needs, cultural expectations, and difficulties related to research and academic writing.

### Room 3

**Kristen McInerney:** *“Serving Newcomer ELs in High School: Revealing Themes in Posted Online Public Blog Comments”*

Caught by surprise, high school educational leaders struggle to provide adequate programming to help ELs, the fastest growing subgroup, as they acquire English and ultimately reach graduation. The Room for Debate Blog of the New York Times published a series on immigration and I conducted blog research to gain insight into public opinions. After coding the comments quantitatively, four themes surfaced to answer: How can school divisions provide an effective program for ELs to lead to graduation? Using Gee’s (2014) identity tools, four categories surfaced: stakeholders responding, their mention of No Child Left Behind, their preferred program design, and commonly held opinions.

**Lobat Asadi:** *“Intercultural Communication Training as a Bridge Between Cultural Divides”*

Cultural clashes may cause the pressure of Westernization upon students, who may already feel a sense of hegemony imposed by globally dominant powers. Cultural differences are highlighted by globalization, and media spotlighting of sociopolitical and religious differences have impacted academia. In addition, due to the biases and imperialism that may be imposed by an authoritarian curriculum, these factors may lead to an intolerant learning environment. Students may shut down to teachers’ instruction and simply opt out of learning if these issues are not addressed through an evocative yet discursive intercultural competency curriculum that bridges these ideological divides.

**1:00-1:55**

### Room 1

**Margaret Funke Omidire:** *“Teachers’ Classroom Practices and Multilingual Students’ Learning Experiences: An African Perspective”*

Research has shown that teaching, learning, and assessment in English language within multilingual contexts often create various challenges for students. This paper reports on the findings of two studies in similar multilingual contexts conducted in Nigeria and South Africa. The findings suggest that the multilingual contexts are not adequately taken into consideration in the policy, lesson planning, and teaching methods employed with the students. The author therefore proposes the structured use of translanguaging. She also discusses the framework she has developed to facilitate the use of translanguaging in multilingual settings.

**Desmond Odugu:** *“Global Norms, Multilingual Discourse, and Privatization of Education in South-Eastern Nigeria”*

The labyrinthine network of interdisciplinary researchers, international educational development workers, and political activists have resulted in popularity-at least, discursively-and demands for native language-based multilingual education (NLB-MLE) in societies where education continues to be exoglossic. This focused ethnographic study analyzes appropriations of global norms about language in education and multilingualism in the effective and growing privatization of formal schooling in south-eastern Nigeria. Key findings highlight inherent antinomies and strategic tensions between performative institutionalizations of schooling practices and both resilient and nascent support for NLB-MLE. This presents an opportunity for locally-driven education reform directed at agent-oriented autochthonous social change.

### Room 2

**Diana Bravo:** *“El Componente Cultural en los Manuales de ELE”*

En esta presentación se van a definir las nociones de cultura, multiculturalismo e interculturalidad en el aprendizaje de ELE. A su vez, se presentarán características sobre el aspecto sociocultural en los manuales de ELE según tres etapas: La primera, caracterizada por la inexistencia de la cultura. La segunda, en la que se empieza a introducir la cultura, pero la interpretación de esta es distinta de unos autores a otros. Por último, en la tercera etapa, la noción de cultura coge forma hasta llegar a hoy día, en que la cultura ha pasado de ser un contenido más en el manual a ser “el” contenido principal. Vamos a ver cómo se produce esta evolución, su progresión en el aprendizaje y las propuestas actuales, caracterizadas por una forma de aprender más intercultural.

**Vanesa Álvarez:** *“Acercamiento al Paisaje Lingüístico de Ávila: Señas de Una Ciudad”*

Con este trabajo pretendemos aproximarnos al paisaje lingüístico de Ávila (Castilla y León). Queremos comprobar si esta capital de provincia, de indudable carácter monolingüe, ha podido verse transformada lingüísticamente por dos factores de índice social; a saber, la visita de turistas (recordemos su cercanía geográfica con Madrid y el V Centenario de Santa Teresa en 2015) y la inmigración.

### Room 3

**Rebeca Elena Tapia, Elphelet Rivera Cuayahuitl:** *“Pre-Service Teachers’ Beliefs About Teaching English in an Indigenous Context”*

Beliefs play a crucial role in language teaching (Borg, 2003, 2006). Teachers make important decisions in the classroom, based on their previous experiences both as learners and then as teachers (Lortie, 1975; Rivera & Pérez, 2015). Pre-service teachers face challenges when doing their first teaching practices, and these could become more challenging when done in an indigenous context. This paper describes teachers’ beliefs expressed in their weekly diaries sent to their practicum supervisor while teaching English as a third language in an indigenous bilingual school. Findings reveal that the trainees learn by teaching and by reflecting and sharing their thoughts.

**Jingjing Xu:** *“Language Shift in a Japanese-English Bilingual Church in Southwest U.S.”*

The third generation usually loses the ethnic language in immigrant families. Previous research indicates minority churches in North American have the function of maintaining ethnic languages. This study aims to investigate language shift in a Japanese-English bilingual church in U.S. Through an ethnographic investigation, it reveals this church experienced a language shift from a monolingual Japanese church to an English church in twenty years. As the number of Japanese people decreased, the church changed its principal language to satisfy the function of a church. I argue that minority churches in North American do not necessarily have the function of language maintenance.

5:00-5:55

### Room 1

**Theresa Bodon, Jean Bodon, Dharmesh Patel:** *“Rediscovering Self-Identity Through the Medium of Mobile Phone Filmmaking: A Study that Explored the Self-Expressions of Refugees Living in Camps”*

This project aimed at giving a voice and freedom of expression to refugees living in French camps. With our participants, we learned together about the socio-cultural and socio-political aspects of life as a refugee and our shared worldviews amongst our societies. We attempted to gain the least Eurocentric perspectives by way of encouraging them to illustrate their views utilizing cell phone cameras, and teaching them how to construct their stories. The objective was to engage the participants in pro-social activism to eradicate prejudice and stereotypes against refugees worldwide.

### Room 2

**Carlos Chancay, María Fernández-Agüero:** *“Conceptions of Culture and Interculturality in Foreign Language Teachers’ Discourse”*

This paper delves into the topic of interculturality in foreign language teaching by exploring Ecuadorian foreign language teachers’ conceptions of interculturality and their approach to intercultural competence in their classes, as expressed in their discourse. To this aim, 12 university teachers of English as a foreign language were interviewed and their answers transcribed and analyzed following grounded theory. Results show that these teachers are concerned about cultural issues, but share some misconceptions that point to the standards of a monolithic western stance on interculturality. To minimize such misconceptions, we put forward a series of pedagogical proposals.

**Aziza Restu Febrianto:** *“Teaching English in Poor-Learning Environments: A Study of EFL Teachers in Indonesian Deprived Schools”*

Some educational research has shown that teachers’ attitudes play a crucial role in successful teaching. According to some researchers (Hargreaves, 1994 and Freeman, 1990), teachers’ performance in class is shaped by “minds” and “attitudes”. Freeman (cited in Clemente, 2001) maintains that attitudes may be considered the cause of teachers’ success or failure. This empirical study investigates the effect of EFL teachers’ attitudes towards their school

environment in their classroom teaching practices in the most deprived and disadvantaged places of East Nusa Tenggara, Indonesia. The participants involved in the study were eight pre-service EFL teachers.

### **Room 3**

**Cao Thi Quynh Loan, Richard Bradley:** *“Translanguaging in Triadic Communicative Practice: A Child’s Second Language Acquisition”*

This paper argues that translanguaging functions as bilinguals’ selection of linguistic and cultural resources available to them to realize their communicative intentions. Our data are taken from an investigation of the request realization of a bilingual child in her spontaneous interactions with her Vietnamese mother and her European-American father in her home in Ho Chi Minh City, Vietnam. Despite language-specific differences between American English and Southern Vietnamese, the two languages provide a similar range of linguistic and cultural resources for the child to draw on to realize her communicative intentions.

**Mark Landry:** *“Gaming, Second-Language Acquisition, and Student-Centered Learning”*

This paper focuses on how digital media, gaming in particular, can boost the language acquisition ability worldwide, and enhance student confidence. It also looks at the contribution of student-centered learning where students can take on different roles to help them discover whom they are and are capable of. It draws conclusions from a series of questionnaires distributed at a Czech technical university, one of which focuses on the practicing of the four basic skills in language learning while gaming, and on how student-centered learning can help students gain from it.

**6:05-7:00**

### **Room 1**

**Zeynep Aysan:** *“An Insight into an Accomplished Expatriate EFL Teacher’s Teaching Practices and Identity”*

This study reveals some teaching experiences of an expatriate ELT teacher, originally from Pakistan, who has been teaching English in Turkey for 10 years. Her experiences, embedded in her sociocultural environment and dialogue with the self and others, demonstrate her teaching and identity basically stand on three pillars, which all have other sub-categories: cooperation with students, colleagues and administration; linguistically and culturally responsive teaching; and inclusive teaching approach. How she has re/co-constructed her professional and social identity in a new environment both culturally and linguistically different and still has become an accomplished teacher may provide insights into the nature of “teaching”.

**Fajer Al-Rashid:** *“The Structure and Tenets of English Language Teaching in Kuwait”*

English is widely used as a medium of communication in the educational and political domains in periphery-English countries. These are divided into “ESL” and “EFL” countries depending on the different degree of exposure to English within the educational system and the community as a whole. This presentation will closely analyze Kuwait’s pedagogical system in the light of two English language-teaching tenets: The monolingual fallacy and the native speaker fallacy. It will study the effectiveness of using the L1 as a method to improve L2 acquisition, as well as explore how Kuwait perceives the native speaker as an ideal teacher.

### **Room 2**

**Valerie Butrón, Margaret McGregor:** *“Our Journey to America: An English Learner Documentary”*

We will share how faculty and staff at several of Chicago’s most culturally and linguistically diverse schools are integrating technology into their ESL curriculum in order to meet the unique needs of newcomer, immigrant, and refugee students. We will examine the specific strategies and practices that teachers have employed to help students describe their personal journeys through videos, interviews, writings and collaboration. This presentation will include viewing the documentary that a group of 29 students in an ESL high school classroom representing 12 countries and 15 languages collectively wrote, filmed, and produced.

### **Room 3**

**Silvia Schnitzler:** *“The Tango of Learning: Music, Culture and Language: Our Intangible Heritage”*

As stated by the UNESCO, cultural heritage is not limited to material manifestations. Being Argentinean professionals of EFL we feel we can help safeguard our identity by including the tango in our language lessons. Some notions of both the origin of the music and dance and its significance worldwide are provided in the syllabus. The benefits of tackling this topic are twofold: On the one hand, learners acquire English while strengthening a sense of identity; on the other, different intelligences are activated. Positive values of respect, cooperation, integrity, self-esteem and otherness are developed in a safe learning environment.

**Javier Sepúlveda, Javier Espinoza:** *“Beyond Performance: Exploring Identities and Histories Through Mexican Folklorico in a U.S. Collegiate Setting”*

Though Mexican folk dance, or “folklorico,” has proliferated across the Southwest United States since the 1970s, it has received limited scholarly attention. In the collegiate setting, folklorico has been used as a tool to demonstrate cultural pride by children of migrants, particularly on predominantly white campuses. This panel will explore the political and social implications when this expression is removed from its traditional context and observed within the university setting. Under the current presidential administration, what realities can this art form be used to express for students of Mexican descent? Are there gaps in the narratives portrayed through folklorico?

Thursday, July 6

9:30-10:25

### Room 1

**Cikigaq-Irasema Ortega:** *“STEAM from an Alaska Native Knowledge Perspective”*

In this presentation, we will share the story of a five-year community engagement curriculum project developed by Cup’ik immersion teachers and a Science Education faculty member. For the past five years, we have embarked in a community driven, mutually informed collaboration to revitalize the Cup’ik language, cultural practices and sense of place. This presentation exemplifies a change in the narrative of mandated western hegemonic curriculum in indigenous schools. Our work is guided by the Alaska Native Elders idea of two rivers of knowledge and examines the role of traditional knowledge and culture in school settings (Barnhardt & Kawagley, 2011).

**Hellen Inyega:** *“What’s in a Tongue for Early Grade Literacy Instruction?”*

Teaching reading to multilingual early grade learners remains a challenge worldwide. This paper, using examples from East Africa and informed by socio-linguistic and socio-cultural realities of language use in Africa, discusses the indispensable role of a tongue most familiar to learners for greater participation, learning, and overall positive outcomes in early grade reading. Where this is not possible, teachers must use code-switching, code-meshing and other trans- and inter-language techniques for all learners. Such literacy interventions must start early. Implications for future literacy outcomes for all learners are made.

### Room 2

**Sonya Romero:** *“Ethnic and Cultural Differences Between Teachers and Students”*

Culture is complex. It is multi layered and multifaceted. Some have compared it to an iceberg, of which only the top is visible, while a massive part remains unobservable below the surface of the water. Others have compared culture to an onion with its many layers. Both metaphors powerfully address the complexity of culture. In these complexities lies the challenge that teachers of ELs face. Competence in cross-cultural communication requires diving below the surface to see the rest of the iceberg, and it involves peeling the onion. Building social competence has the potential to bridge divides between teachers and students.

**Tiffany Farias-Sokoloski:** *““What’s in a Title?”: An Exploration of Social Constructs Engendering Teacher-Students Differences in Title I Schools”*

This study examines ethnic and cultural differences between teachers and students by paying attention to teachers’ experiences and what teachers do, say, and model in the classroom. Feminist poststructuralist theory is used as a conceptual lens to draw attention to the influential role that social constructs like “Title I” have in engendering differences between teachers and students. Teachers’ experiences serve as a foundation to disrupt and resist dominant ideologies found within the institutionalized system of the school. Implications of the study highlight the role personal experiences have in breaking down barriers of resistance around social constructs centered within social stratification.

### Room 3

**María Asunción Barreras:** *“El Inglés en la Escuela Inclusiva”*

Se explicarán las características generales del alumno de primaria para centrarse en la enseñanza del inglés con alumnos invidentes, alumnos con dislexia, y alumnos procedentes de otros países, para quienes es la primera vez que se encuentran con una clase de inglés o para los que el inglés es su segunda lengua y, consecuentemente, tienen un nivel superior. Se darán directrices para el tratamiento con cada uno de estos alumnos, que requerirá una adaptación y una flexibilización de grupos, además de contar con los recursos humanos necesarios.

**María de Lourdes Cuéllar:** *“El Concepto de Copresencia en la Formación Intercultural: Una Experiencia en la Enseñanza del Chino”*

Se aborda la competencia intercultural desde el concepto de copresencia (tomado del pensador Silo) y enfocado al caso del chino. Se muestra cómo trabajan la conciencia, el aprendizaje y el sistema de creencias. La copresencia en la enseñanza de lenguas nos ayuda a comprender los mecanismos e imágenes mentales que actúan sin darnos cuenta, e influyen en la relación e interpretación de lo distinto. El sustrato cultural, social y generacional actúa con fuerte carga emotiva, lo que provoca adhesión o rechazo en el encuentro con formas culturales y mentales distintas. La reflexión metacognitiva sobre estos temas contribuye a la formación intercultural.

**10:35-11:30**

### Room 1

**Christine Valenciana, Francisco Balderrama:** *“Expelled, Excluded, Silenced: Unconstitutional Deportation of Mexican American Children in the 1930s”*

The educational experiences of Mexican Americans who survived unconstitutional deportation in the 1930s from the United States to Mexico are explored. Oral history interviews and archival sources document educational experiences in the U.S. and Mexico. Common themes emerge: Positive memories of life, school, and activities in their American communities while encountering discrimination and ridicule in Mexico with linguistic and cultural challenges. They longed to return to their U.S. homeland and lamented limited and interrupted education. The study details the educational inequities created by unconstitutional deportation practices of the past with implications for educators and students to today's immigrant communities.

### Room 2

**Anastassia Tzoytzoyrakos, Thuy Pham:** *“Training Non-native Teaching Assistants: Challenges and Effective Practices”*

Training International Teaching Assistants (ITAs) to teach in a native-speaking environment is a linguistic as well as socio-cultural challenge. An ethnically diverse and multi-lingual student population comes with a plethora of cultural assumptions and worldviews that influence and shape relationships between ITAs, students, professors, and university administrators. Presenters will share experiences training, mentoring, and advising International Teaching Assistants at USC. A set of effective practices to address the unique needs of this student population will also be presented.

**Iulia Vescan, Bianca Vitalaru:** *“Evaluating Teaching Experience as Language Assistants: Analysis of Cultural Factors, Challenges, and Difficulties”*

This paper focuses on the results gathered from the analysis of practicum reports of students in the “Teach and Learn” program at Instituto Franklin, University of Alcalá, in Madrid. Program students are placed as teaching assistants in bilingual schools in the region of Madrid. Their final reports will be analyzed to establish how cultural factors affect different types of difficulties based on elements such as: Type of information provided, access to materials, perception of their own role, students’ difficulties, teaching methods, applicability of the content taught within the program, difficulties faced, and strategies used.

### Room 3

**Adrián Neubauer:** *“Una Educación por y para los Derechos Humanos para Combatir los Campos de Refugiados”*

La guerra civil Siria ha generado un gran flujo de movimientos migratorios tanto a nivel nacional como internacional. Un gran número de estas personas han acudido y solicitado asilo en Europa; sin embargo, la acción de los estados miembros de la Unión Europea está resultando insuficiente. Por ello, la educación es un elemento clave para formar futuros ciudadanos globales, críticos y que respeten los Derechos Humanos. Por este motivo, la educación en Derechos Humanos cobra más importancia que nunca para alcanzar una equidad social a través del diálogo, el respeto a la diversidad y una cultura de paz.

**María Bastidas Aliaga:** *“Estrategias Formativas para las Trabajadoras del Hogar Región Lima Basadas en Género e Interculturalidad”*

La Asociación de Desarrollo Comunal apuesta por trabajar desde la articulación de la perspectiva de género con la perspectiva de la interculturalidad, con la finalidad estratégica de analizar las relaciones de género en un determinado

contexto social. Se presentará los principales resultados y las lecciones aprendidas del proyecto, que tuvo como finalidad contribuir a mejorar las condiciones laborales y de vida de las trabajadoras del hogar de la Región Lima, a través de una estrategia de formación especializada, asesoría, sensibilización principalmente a las trabajadoras del hogar, así como a las organizaciones que ellas conforman y representan.

**12:00-12:55**

### **Room 1**

**Ronli Nissim:** *“English in Hebrew: A Case Study”*

Our seminar paper focused on the case of an academic English course, customized for adults with an intellectual disability (ID), who are participating in a special program at Bar Ilan University. The Empowerment Project integrates students with ID in undergraduate courses alongside regular students. The lecturer relied upon the students' existing knowledge of Hebrew to facilitate their learning of English pronunciation, and used orthographic transcription for this purpose. The research showed that the method was successful in promoting the students' understanding of the new language, and in transitioning them into the English alphabet later on.

**George Son Corpuz, Sara Bilimoria:** *“Documenting the Effects of the Language Barrier Faced by Hispanic Immigrants Within a Medical Setting”*

This paper focuses on the patient aspect of obstructed medical communication. Through a series of in-person and anonymous interviews, we would like to measure the extent to which primarily Spanish-speaking patients face dissatisfaction and insufficiencies in their healthcare. The goal is to garner more attention to this underrated issue and make medical practitioners aware (especially in Southern California) of the need to communicate better with patients who are not able to understand English completely. In doing so, we address issues such as the correlation between linguistic barriers and its effect on a patient's medical literacy.

### **Room 2**

**Carmen Vicente:** *“En el Médico: Expectativas Pragmáticas de Aprendientes Marroquíes de ELE”*

Actualmente se estudian en la ASL las interferencias pragmáticas que la L1 produce en la adquisición de la L2. Existe la falsa creencia de que la información pragmática de las lenguas es algo universal y así, su trascendencia, al ser un fenómeno cultural, en la adaptación de los aprendientes en la sociedad receptora es muy importante, porque esta transferencia es fuente de conflictos interculturales, mucho más en la población y el contexto estudiados: Aprendientes de ELE marroquíes con patrones culturales, a priori, muy diferentes de los de la sociedad española en el médico.

**Hahmed Abdel Lah Ali:** *“El Transculturalismo Como Alternativa al Multicomunitarismo Creciente en Ceuta”*

La sociedad multicultural ceutí ha sufrido en las cuatro últimas décadas una involución en lo que respecta a la convivencia entre las diferentes comunidades que la componen. El dariya ceutí es una lengua fronteriza, mestiza y transcultural. Y, por lo mismo, rechazado no ya sólo por el grupo mayoritario hegemónico, sino por una pequeña parte de sus propios hablantes, que por el efecto Pigmalión y por su arrogante etnocentrismo -parecido en intensidad al de la mayoría castizo cristiana occidentalista- bastardiza su lengua materna, idealizando el árabe fusha en pro de una ilusoria adscripción a la Umma islámica.

### **Room 3**

**Alaska Black-Hults:** *“Conflating Disability with Bilingual/Biliteracy Development”*

This presentation is based on a qualitative study grounded in a researcher-designed professional development course in a rural, rapid-influx, school district. Participants were elementary and secondary teachers and a district guidance counselor. Using discourse analysis based on eight hours of discussion and weekly written responses by participants, I trace a shift in discourse from one that clearly conflates low English-language proficiency with disability to a discourse that recognizes student capability and the role of instructional design and assessment in the English language development of their students. Language ideology, policies, and practices, and their implications for teacher education, are integral to the discussion.

**Room 1**

**Sheryl Santos-Hatchett, Mara Queiroz-Vaughn:** *“Integrating Spanish Into the University Curriculum: A Case Study”*

This presentation describes the need, vision, development, and challenges of infusing the Spanish language into the university curriculum through the vehicle of an innovative minor, integrated with various academic majors. The creation of cross-listed courses, practicum and internships, and winning the support of administrators and scholars across academic units will be discussed, including an example of the implementation of a service learning course at community-based organization in support of the Mexican immigrant community. The presentation will also describe expansion of this minor into an innovative applied major in Spanish, addressing social and economic mobility for a multicultural student body.

**Candice Bland:** *“Maximizing the Linguistic Repertoire of Heritage Learners Through Biliteracy”*

This study examines the literacy development in both Spanish and English for the Spanish heritage/minority language learner under the premise of strengthening both the metalinguistic and sociolinguistic bridges between the two languages via methodologies derived from theories of biliteracy. In this study, results from total English immersion methodologies and biliteracy methodologies are examined to measure literacy growth under each pedagogical approach. We question which methodology yields improved literacy in both English and Spanish. The presentation’s focus will highlight understanding the sociocultural and academic benefits produced when both L1 and L2 are fostered in a crucial curricular component for heritage learners.

**Room 2**

**Elena Alcalde, Concetta Maria Sigona:** *“Enhancing Cultural Awareness on American Diversity in Tertiary Education Through Elizabeth Alexander’s “Praise Song for the Day”*

The aim of this study is to use literature as an instrument to approach the American cultural reality among university students. They first completed a questionnaire with open questions. Then Elizabeth Alexander’s poem “Praise Song for the Day” was chosen as an instrument, and several activities were implemented and adapted to a certain degree. Finally, students completed another questionnaire about American culture to assess how their knowledge of it had changed after working with the poem. The results show a qualitative change in relation to their collective cultural imagination on the American people.

**Nathan Henne:** *“Translation and the Concrete Poetics of Indigenous American Languages”*

The poetics of Indigenous American languages retain more explicit concrete associations than Indo-European languages. Linguists historically used this difference to claim indigenous languages were primitive. Thankfully that claim has been debunked; but, as a result, any acknowledgement of that difference in poetics is dismissed as racist. However, these concrete associations actually enable more levels of meaning than the abstract words used in Indo-European languages. Indigenous poets have exploited this poetics for centuries to add nuance to their work. Here, I show how translations of the Maya K’iche’ Popol Wuj impoverish this text by replacing K’iche’ terms with abstract Indo-European words.

**Room 3**

**Myrna Iglesias, Magdalena Mejía:** *“La Migración Familiar y la Preservación de las Lenguas: Un Estudio en Nealtican Puebla México”*

Informaremos sobre el impacto de la migración familiar en la conservación de la lengua indígena, náhuatl, y el fortalecimiento de la lengua adquirida, el inglés, en una comunidad cuya población incluye hablantes de español como lengua de herencia y hablantes retornados de Estados Unidos. El análisis es el resultado de una investigación participativa con niños y jóvenes con perfiles lingüísticos variados: Monolingües en español, bilingües en español y náhuatl y trilingües en náhuatl, español e inglés. Se da cuenta de las actividades llevadas a cabo durante más de cinco años de colaborar con dos escuelas y de trabajo comunitario en Nealtican Puebla México.

**Estela Calero:** *“La Imagen de los Hispanos en la Industria Televisiva y Cineasta de los Estados Unidos”*

La imagen de los hispanos en las series televisivas y en los largometrajes de la industria estadounidense es habitual y, actualmente, encontramos una gran variedad de shows que cuentan, al menos, con un personaje que refleja ascendencia latina, como "Modern Family" y "Orange is the New Black". En esta comunicación pretendemos explorar cómo es la imagen que proyectan los hispanos en las series y largometrajes, para determinar el impacto, ya sea positivo o negativo, que puede recibir la sociedad hispana de Estados Unidos. Analizaremos tanto los estereotipos más empleados por Hollywood, como los proyectos que buscan un cambio de situación.

**4:30-5:25**

### Room 1

**Elena del Pozo:** *“The Butterfly Effect: To What Extent Do Students Learn Differently History Contents in Bilingual and Non-Bilingual Settings?”*

New teaching and learning scenarios like CLIL require innovative approaches and studies that have, in fact, highlighted the creative nature of CLIL methodology compared to other foreign language teaching and learning approaches (Coyle, Hood & Marsh, 2010). This study tries to convey the differences in learning about Modern History using a textbook-based methodology versus a CLIL model (Coffin, 2006). The target students are 150 Spanish students in two public settings: a bilingual and a non-bilingual school. The design of the tests follows Dalton-Puffer's cognitive discourse functions (CDF) for conceptualizing content and language and CLIL (Dalton-Puffer, 2013).

**Noelia Plaza:** *“Bilingual Teacher Training Through ICT and European Language Labeled Practices”*

In recent years, the educational debate does not seem to focus only on students but also on teachers, especially those teaching content subjects in English. According to research, the implementation of Content and Language Integrated Learning (CLIL) implies a structural methodological change for which not all teachers are prepared, especially in regards to their didactic and linguistic qualifications. This project tries to discern whether their skills could be improved through ICT and teaching practices that have been awarded the European Language Label, in the context of a Primary School Teacher Training bilingual degree.

### Room 2

**Thomas DeVere Wolsey:** *“Exploring Literacy in the Disciplines: What Disciplinary Experts and Teachers Think”*

In this study, the researchers brought literacy professionals, professors, experts from several disciplines, and teachers together to inform each other and us about the role language and literacy plays in their respective disciplines. Their conversations highlighted how the literacies are used during an “at work day”, how professors can share this information with perspective teachers, and exactly what that means for middle and high school students (Draper, Broomhead, Jensen, & Siebert, 2010).

**Rosa María Jiménez:** *“Exploring the Emotion-Available Lexicon in English as an L2 and L3”*

There are many studies on multilingualism. However, research on English as L3 by immigrant bilingual students is scarce. This study aims to explore the available emotion lexicon in English as L2 and L3 at the end of the Spanish baccalaureate (12th grade). To this purpose, we examine the lexical availability output of two groups of learners with different linguistic profiles: Group A: L1 Spanish, L2 English; Group B: L1 familiar (immigrant) language, L2 Spanish, L3 English. We aim to ascertain similarities and differences in terms of three parameters: Number of words, type of words, and word association patterns.

### Room 3

**Maureen Manning, Caili Mei, Judith Caporiccio:** *“Increasing Oral Language Fluency in English Learners through the Lens of Global Education Programming”*

For the past 15 years, Wareham Public Schools' Global Education program has been using the lens of Global Education to increase, improve, and expand the oral language of English Learners. The program encompasses active sister school partnerships in 9 countries across 5 continents. For the past year, Caili and Judith have taught online courses to ELs in China. Through online chats parents asked many questions about American life, attitudes, and cultural differences which guided the topics and shaped the foundations of our program. Our presentation shares some of these topics and the profound effect our presentations had on our students, shared through their comments.

Friday, July 7

9:30-10:25

#### Plenary Session

**Alan Crawford:** *“Bilingual/Trilingual Education in Central Asia, Africa, Eastern Europe, and Latin America: Major Concepts and Issues”*

Presentation about bi/trilingual education programs in Central Asia, Eastern Europe, Latin America, and Africa. Issues and topics to be addressed include additive vs. subtractive programs; transition vs. maintenance models; communicative approaches to L2 and L3; thematic curricula; role of grammar; sheltered instruction in content areas (CLIL and SIOP); importance of intermediate level in L2 and L3; role of translanguaging and code switching; use of L1 in L2 and L3 classrooms; use of preview/review approach to team teaching; cultural issues in maintenance and heritage language programs; and other related issues and topics.

10:35-11:30

#### Room 1

**Luis Javier Pentón:** *“A Spanish Literacy Program: An LI Literacy Initiative in the Community”*

Non-profit organizations are safe havens in the community, where immigrants can find support during their transitional period in the United States. Many of these organizations have educational programs that focus on teaching ESL classes and on preparing immigrants to take the citizenship exam. Due to lack of resources and lack of knowledge about effective teaching practices, these organizations seldom offer literacy classes in the adult learners’ native language. This study explores the benefits and challenges associated with incorporating a pilot Spanish literacy program at a non-profit organization located in Baltimore, MD.

**Helaine Marshall, Nan Frydland:** *“Creating Fertile Spaces for Refugees with Limited Prior Schooling”*

The extent of prior exposure to Western-style formal education varies in the refugee population entering European communities. Those familiar with such education are likely to progress satisfactorily, while those with limited exposure to formal schooling struggle and risk dropping out (Tyler, et al., 2008). These refugees experience cultural dissonance (Ibarra, 2001), because they generally do not share scientific lenses (Flynn, 2007) prevalent in their new setting. The presentation introduces the Mutually Adaptive Learning Paradigm, including elements from the perspectives of both the newcomer refugees and the host nation’s system of formal education, to bridge this gap and produce positive results.

#### Room 2

**Tamara Robledo:** *“How to Teach Immigrant Students While Maintaining Their Sense of Ethnocultural Pride and Identity”*

This study focuses on the strategies and activities used to teach immigrant students our culture, while seeking to maintain students’ sense of ethnocultural pride and identity. The present study is conducted among 25 students of first year of ESO in a Spanish secondary school. The school is located in Avila. It is the first school in the city belonging to UNESCO ASPnet associated schools. Data will be collected through questionnaires, tasks, and classroom observations. The aim of this research is to prove the usefulness of working on crosscultural projects to enhance students’ identity without losing the sense of being part of our community.

**Jim Berger:** *“Cultural Factors in Higher Education Instruction: An Analytical Review of the Literature”*

~~This session examined empirical research regarding cultural differences in the higher education classroom. Learners and instructors enter classrooms with certain cultural values and, when cultural expectations are not met, learners can become frustrated and disengaged from the learning process. This session will define cultural constructs and review research studies, using validated instruments, across four themes: Authority, knowledge, learning, and time~~

perspectives. Participants will gain a better understanding of how such differences between learners and instructors can impact the success of learning in higher education classrooms and explore directions for future research.

### **Room 3**

**Teresa LaFromboise, Shadab Hussain, Nidia Ruedas-Gracia:** *“Native American Adolescent Belongingness and Academic Engagement: Exploring Contextual and Individual Factors”*

This study examines relations between psychological and cultural factors and belongingness in a group of Native American adolescents attending a tribal secondary school. The Center for Disease Control and Prevention (2011) report that Native American adolescents are at high risk for substance use and suicide, thus it is important to study factors contributing to their positive development. Previous research emphasizes belongingness as an important protective factor against these risk factors in Native American adolescents. Through a combination of survey and interview methodology, we specifically examine how racial-ethnic identity, biculturalism, perceived discrimination, and self-efficacy associate with a sense of school belongingness.

**11:40-12:35**

### **Room 1**

**Stephanie Lerat, Véronique Lemoine:** *“Putting the Notion of Diversity into Action in Teaching Practice”*

The understanding necessary to successfully navigate issues surrounding diversity of people and languages is essential for today’s educational practitioners. In this presentation, we report on the results of a pilot study examining the activation of intercultural course knowledge on students’ teaching practice. Following a semester of classes, students at a French Teachers’ College created workshops dealing with diversity of people and languages for school children. We examine their process of appropriation, conception, and transmission of concepts surrounding diversity and offer some considerations for development of pre-service training based on our observations.

**Nancy Rodríguez, Anita Batisti:** *“The Multicultural Education Teacher Leadership Academy Model”*

This presentation will provide an exemplary program in multicultural leadership development for schools, as schools enter a new era in globalization; one which mirrors a multicultural society. This plurality of contemporary society ensures that any innovative approach to studies in Educational Leadership will present myriad opportunities for ground-breaking research and innovative modes of application in a variety of settings. The fruits of this scholarly activity will be the focus and components of the presentation. We will highlight program components focusing on researched-based professional development, leadership mentoring, and the establishment of LAB sites in schools.

### **Room 2**

**Susan Gong, Matthew Mackey:** *“Reflective Practices in the Classroom: Exploring Identity and Relationships”*

Preparing students to participate in a global community means language teachers need pedagogies that provide students with opportunities to explore their identities and relationships with others. Reflection in the classroom is a positive way to foster empathy and understanding. Furthermore, reflective practices through various modes equip students to be critical thinkers, allowing them to be aware of and participate in relevant discourse beyond the influence of one’s assumptions. Lastly, reflection encourages academic improvement, empowering students to make critical decisions about their work, progress, and investment in language learning.

**Darin Earley:** *“Integrating Culture and Context into Visual Arts Education”*

The Arts Camp for Teachers is a collaboration between Los Angeles Unified School District, Educational Services Center West, and the Family of Schools (School of Education) and Engaged Learning (Bellarmine College of Liberal Arts), at LMU. The program combines instruction in African American and Chican@ Culture and history, technology, and visual art education. The purpose of the project is fourfold: To improve teachers’ content knowledge of African American and Chicano studies, to increase the level of teacher confidence and skill in art and the pedagogy of teaching art at the elementary level, to integrate visual arts into content area instruction, specifically cultural history, and to help teachers incorporate technology into content-based art instruction.

### **Room 3**

**Nayr Ibrahim:** *“The Materiality of a Multilingual Identity: Exploring Children’s Multilingual Voices Through Drawings, Objects and Narratives”*

This paper explores a plurisemiotic approach to analyzing children’s use of oral and written narratives, drawings, and chosen objects as they learn to function in diverse linguistic spaces. Based on Cummins’ (2011) notion of “identity texts”, Phal and Roswell’s (2010) concept of “artifactual literacies”, and Aronin and O’Laoire’s (2013) “material culture of multilingualism”, this paper shares the results of a study, which investigates how children appropriate and display their multilingual identity in language-specific or language-hybrid spaces. The interviews, drawings, or written narratives and symbolic objects, give children a voice in exploring their sense of place in transnational spaces.

**José García Moreno:** *Learning To Eat Sugar Skulls*

How has the Mexican festivity of Día de Muertos been incorporated into a mainstream narrative for the consumption of audiences in the United States? This presentation will explore the festivity as a transcultural identity phenomenon in animated films through three cases: *Catrina Posada and the Big Stone* (2001), by José García Moreno, *The Book of Life* (2014), by Jorge Gutiérrez, and *Coco* (2017) by Lee Unkrich.

## Presenters' Bios

**Adrián Neubauer, Grupo de Investigación sobre Políticas Educativas Supranacionales**, es Graduado en Magisterio de Educación Primaria y titulado en el Máster en Calidad y Mejora de la Educación de la Universidad Autónoma de Madrid. En la actualidad es estudiante de Magisterio de Educación Infantil en la Universidad Camilo José Cela. Sus líneas de investigación están centradas en los Derechos Humanos, de la infancia y de la educación.

**Alan Crawford, Professor Emeritus, California State University Los Angeles**, is Past President of the California Reading Association, the state affiliate of the International Literacy Association (ILA). He served as ILA's representative to UNESCO, and was also a Senior Literacy Specialist at UNESCO in Paris during International Literacy Year. He was also a Fulbright Senior Scholar in Ecuador and Morocco. As a Professional-in-Residence, he conducted research at the American Embassy in Baku, Azerbaijan.

**Alaska Black-Hults, Brigham Young University**, is an Assistant Professor of Teacher Education at Brigham Young University. Her research aims to reduce the number of inappropriate referrals of Emergent Bilingual students to Special Education settings. She taught 4th-grade culturally and linguistically diverse students in rural, urban, and suburban settings.

**Anastassia Tzoytzoyrakos, University of Southern California**, is a faculty member at the American Language Institute, and Adjunct Assistant Professor at the Rossier School of Education, both at USC. She holds an M.A. in Applied Linguistics from Biola University and a B.A. in Economics from the University of California, Irvine. She has been a teacher trainer at USC for 14 years.

**Anita Batisti, Fordham University**, is Associate Dean at the Fordham University Graduate School of Education. She is an experienced educator and Founding Director of the Center for Educational Partnerships, which serves over 150 schools, 1,000 K-12 teachers, 100 administrators, and 100,000 students in New York State. She has served as an administrator, educator, development specialist, and fundraiser, (raising over \$280 million), who understands the complexities of the New York City school system, related service providers, and empowered networks.

**Aziza Restu Febrianto, University College London**, holds an M.A. in TESOL student from University College, London. He has more than five years of experience teaching from elementary school to higher education institutions in his country, Indonesia. He earned a Bachelor's Degree in English Education in 2009 and completed a Teacher Education program in 2014.

**Beatriz Suárez, Universidad de Vigo**, es Licenciada en Filología Hispánica por la Universidad de Santiago y Doctoranda del programa de Lingüística Aplicada de la Universidad de Vigo. Tiene experiencia en docencia de Español como Lengua Extranjera (ELE) en el Centro de Linguas de la Universidad de Vigo y en la Universidad de Braga. Es Tutora del Máster online de Formación del Profesorado de ELE. Sus áreas de investigación se centran en la enseñanza y aspectos culturales del ELE.

**Bianca Vitalaru, Universidad de Alcalá**, holds an M.A. in Intercultural Communication, Public Service Interpreting, and Translation upon graduating in English Philology, and a Ph.D. in Modern Languages, Literature, and Translation on Legal Terminology in Spanish-Romanian-English. She has experience as a researcher and teacher at the University of Alcalá in the fields of linguistics, new technologies, terminology, training, and multilingual materials.

**Caili Mei, Le Tao Shanghai Education in Technology Co., Ltd.**, holds degrees in English and International Business from Xi'an International Studies University and is enrolled in an Interpretation Licensure Program at Boston University. She currently works in China at Le Tao Shanghai Education in Technology Co., Ltd. as a producer, writer and director of educational programming for both children and adult English language learners. Her expertise is in using cultural references to teach oral language through lens of American life.

**Candice Bland, Universidad de Córdoba**, has 17 years of experience as a Spanish Teachers in the New Jersey public school system. In her position, she has been able to touch the lives of numerous students and, in turn, has been motivated day after day to provide the most appropriate educational experience for the future leaders of this world.

**Cao Thi Quynh Loan, University of Social Sciences and Humanities, HoChiMinh City**, is a Senior Lecturer at her university. She has had 25 years of experience teaching English as a Foreign Language at a tertiary institution. She has presented papers at several international conferences. Her current research interests revolve around bilingualism and intercultural communication.

**Carlos Chancay, Universidad Técnica de Manabí**, is an English Language Teacher Professor at the Universidad Técnica de Manabí in Ecuador. He is currently conducting his Ph.D. thesis on a descriptive study of the intercultural competence of EFL teachers in Ecuador. He also collaborates with the Discourse Analysis and Intercultural Communication Research Group at the Universidad Autónoma de Madrid.

**Carlos Alfredo Pazos, Benemérita Universidad Autónoma de Puebla**, es coordinador de la licenciatura en la enseñanza del francés en la Facultad de Lenguas de la BUAP. Sus líneas de investigación se centran en la evaluación del aprendizaje y lengua y cultura. Actualmente investiga prácticas evaluativas en el contexto Puebla-México a nivel superior. Es miembro del grupo de investigación de interacciones en el aula e integrante del padrón de investigadores de la BUAP. Tiene reconocimiento al perfil deseable por parte de la SEP.

**Carmen Vicente, Universidad de Zaragoza**, es Licenciada en Filología Hispánica por la Universidad de Zaragoza, y tiene el Diploma de Estudios Avanzados en Lingüística General. Es Profesora Asociada de Lingüística General y Profesora de Español como Lengua Extranjera en la Universidad de Zaragoza y de Enseñanza Secundaria de Lengua Castellana y Literatura. Está actualmente realizando su tesis sobre “La adquisición de la competencia pragmática de L2 español por parte de arabófonos”.

**Christine Hahn, Yachay Tech University**, is an English Instructor at Yachay Tech University in Urcuqui, Ecuador. She has also worked in English programs in various universities throughout Southern California. Her research interests include writing instruction for native Spanish speakers and making English language learning culturally relevant to students from Latin American countries.

**Christine Valenciana, California State University Fullerton**, is Professor Emerita at California State University Fullerton. Her research interests include the educational impact on Mexican-American children unconstitutionally deported during the 1930s, Latino teacher education, and the literacy of U.S. Mexican children. Her articles have appeared in *The Social Studies*, *Multicultural Education*, *Equity and Excellence in Education*, and the *Journal of Hispanic Higher Education*.

**Cikigaq-Irasema Ortega, University of Alaska Anchorage**, is a Science educator. Her work examines the intersection of culture, language and place. She is a community-engaged scholar who has worked with Cup'ik educators and elders for the past five years to develop STEAM curriculum from the Cu'pik perspective.

**Concetta Maria Sigona, Universidad de Burgos**, has a Ph.D. from the University of Catania in Italy. She is an Assistant Professor at the Faculty of Education of the University of Burgos. She graduated from the Faculty of Foreign Languages and Literatures at the University of Catania with a specialization in English language.

**Darin Earley, Loyola Marymount University**, is the Director of the Loyola Marymount University Family of Schools. His duties include being responsible for overseeing operations, defining strategic vision and developing partnerships that support PK-16 education. He manages programs and grant-funded projects focusing on Leadership, Cultural Literacy, Arts-Integration, College Readiness and Teacher Development.

**Desmond Odugu, Lake Forest College**, is Assistant Professor of Education at Lake Forest College, Illinois. 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 12 countries across four continents.

**Dharmesh Patel, Sam Houston State University**, is the Media Coordinator for the Center for Community Engagement at Sam Houston State University. He holds a Bachelor of Science in Human Biology with a concentration on Medicine in the Third World from the University of Texas, Austin, as well as a Bachelor of Arts in Film Production from Sam Houston State University. He has filmed documentaries on refugees in the Calais Jungle and with civil rights Senator John Lewis, and has photographed Nobel Prize Nominee Nadia Murad for her upcoming book cover.

**Diana Bravo, University of Montreal**, es licenciada en Letras Modernas y Máster de “Plurilingüismo Europeo e Interculturalidad”, especializado en español y educación intercultural por la Universidad de Estrasburgo. Tiene experiencia como profesora de español lengua extranjera en instituto, formación de adultos especializada y universidad, ejerciendo en la Universidad de Estrasburgo como profesora de ELE y traducción en la sección de Estudios Hispánicos del departamento de Lenguas Extranjeras Aplicadas. Actualmente realiza una tesis doctoral sobre el componente cultural y su tratamiento en los manuales de español lengua extranjera en la Universidad de Montreal.

**Elena Alcalde, Universidad de Burgos**, has a Ph.D. in Translation from the University of Granada. She’s an Assistant Professor at the Faculty of Humanities of the Universidad de Burgos. She graduated from the Faculty of Translation and Interpreting at the University of Granada in 2010 with the language combination English-French-Spanish.

**Elena del Pozo, Universidad Autónoma de Madrid**, is a History teacher in Madrid. She has degrees in English Language, Geography and History from the Universidad Complutense, and holds a Master's degree in International Education from Endicott College. She is currently conducting research on History teaching and learning, assessment, and CLIL teaching. She has published in specialized journals and conducts teacher training sessions on bilingual education methodologies and practices.

**Eliphelet Rivera Cuayahuitl, Benemérita Universidad Autónoma de Puebla**, es Profesor Investigador con amplia experiencia como formador de docentes de inglés en la Benemérita Universidad Autónoma de Puebla de México (BUAP). Es también Doctor en Educación por la Universidad de Leeds en Inglaterra, y miembro del Padrón de Investigadores de la BUAP. Ponente nacional e internacional, sus intereses de investigación se vinculan al papel del docente.

**Erwin H. Epstein, Professor Emeritus, Loyola University Chicago**, is a former President of the Comparative and International Education Society, former President of the World Council of Comparative Education Societies, and former Editor of the Comparative Education Review. He has held Visiting Lectureships at many universities in North America, Latin America, Europe, Africa, and East Asia.

**Estela Calero, Universidad Complutense de Madrid**, es Graduada en Español: Lengua y Literatura, y Máster de Español como Segunda Lengua, ambos por la Universidad Complutense de Madrid (UCM). Actualmente es becaria de Formación del Profesorado Universitario de la UCM, donde está contratada como Personal Investigador. Se encuentra desarrollando su tesis doctoral sobre "El español de herencia en los Estados Unidos".

**Fajer Al-Rashid, Australian College of Kuwait**, is an Instructor and an Academic Advisor at the Foundation Department at the Australian College of Kuwait. She has a B.A. degree in English Language and Literature, and an M.A. degree in Comparative Literature and Cultural Studies. She is also a TESOL Kuwait Board member, chairing the Teacher Training and Development Interest Section.

**Francisco Balderrama, California State University Los Angeles**, is Emeritus Professor of Chicano/Latino Studies and History at California State University Los Angeles. His research focuses on the Mexican community during the 20th century. Among his publications, he is co-author with Raymond Rodriguez of “Decade of Betrayal: Mexican Repatriation in the 1930s.” The Gustavus Myers Center has proclaimed this book as an outstanding work against intolerance in North America.

**George Son Corpuz, University of Southern California**, is a pre-medical student at USC, studying Human Biology and Spanish. His field of interest is understanding the effects of language barriers currently present in today’s world of healthcare. He aims to become a Medical Doctor with an emphasis on Linguistics.

**Hamed Abdel Lah Ali, Cruz Roja Ceuta**, es Licenciado en Filología Hispánica y Máster en Profesor de Secundaria. Tiene el Diploma de Estudios Avanzados (DEA) por la Facultad de Ceuta y es Doctorando en la Universidad de Granada, con la misma línea de investigación del DEA: “Valoración del dariya ceutí: construyendo un tercer espacio”.

**Helaine Marshall, Long Island University**, is Professor of Education at Long Island University, Hudson Graduate Campus, where she teaches courses in TESOL, Linguistics, and Multicultural Education. In her latest book, “Making the Transition: Culturally Responsive Teaching for Struggling Language Learners,” she outlines her instructional approach for students with limited prior schooling.

**Hellen Inyega, University of Nairobi**, is Language, Literacy, Special and Early Childhood Education Consultant at the University of Nairobi. She holds a Ph.D. in Reading Education from the University of Georgia. In her current job, she evaluates literacy projects and develops reading instructional materials and assessments in different African languages. She’s a recipient of the 2015 World Literacy Council Award as 2014 Game Changer.

**Iulia Vescan, Instituto Franklin, Universidad de Alcalá**, holds an M.A. in North American Studies and a B.A. in English Philology from the Universidad de Alcalá. She is Tutor and Teacher in the “Study Abroad in Spain” Program and of other courses on cultural aspects. She is currently conducting a doctoral thesis on the training of English teachers for bilingual education programs in Spain.

**Javier Espinoza, Chabot College**, received his B.A. in Sociocultural Anthropology from the University of California Santa Cruz, and an M.A. in Sociocultural Anthropology from California State University Los Angeles. He is currently a tenure-track Anthropology Professor at Chabot College in Hayward. His interests include language loss, autism, folk medicine, and culturally-bound syndromes.

**Javier Sepúlveda, Loyola Marymount University**, received his B.A. in Latin American and Latino Studies from the University of California Santa Cruz, and his M.A. in Library Science at the University of California Los Angeles. He is currently working at Loyola Marymount University (LMU) as a Librarian-in-Residence, and is directing the LMU Ballet Folklórico Group. His research interests include libraries, archives, memory, immigrants, and performance.

**Jean Bodon, Sam Houston State University**, is the Chair of the Department of Mass Communication at Sam Houston State University, Texas. His research is directed toward filmmaking and media literacies centered on marginalized populations. His documentaries on racism in U.S. history and the Holocaust have been honored by the Smithsonian, the Library of Congress, The Lincoln Center, and Cinémathèque Française. He is currently making a documentary on the refugee crisis and the perspectives of migrants living in European camps from a non-Eurocentric approach to eradicate prejudice and stereotypes against migrants.

~~**Jim Berger, Western Kentucky University**, is a Professor and Coordinator of the Master’s degree program in Adult Education at Western Kentucky University. He regularly presents at national and international conferences on topics related to cultural factors in higher education classrooms and has published over thirty manuscripts related to teaching adults and higher education.~~

**Jingjing Xu, University of Arizona**, is originally from Shanghai, China. She is currently a Ph.D. student in Chinese Linguistics at the University of Arizona. She received her M.A in Teaching Mandarin as a Foreign Language from New York University. Her main research interest is second language pedagogy and social linguistics.

**Joaquín Sueiro, Universidad de Vigo**, es Doctor en Filología Hispánica. Actualmente es Docente Investigador en varias universidades españolas y americanas. Es Profesor Titular del Departamento de Lengua Española de la Universidad de Vigo. Sus líneas de investigación y docencia son: Historiografía Lingüística (sobre todo en período colonial), gramática del español y enseñanza-aprendizaje de lenguas.

**José García Moreno, Loyola Marymount University**, studied film in Prague and worked as an apprentice at the prestigious Studios Bratři V Triku. He was a Fulbright Scholar at UCLA’s Animation Workshop in the School of Film and TV. His work has been exhibited in the Annecy, Anima Mundi, Clermont-Ferrand, Guadalajara, and Cannes festivals, among others, and received awards at La Habana, Toronto, San Francisco, Mexico, Montreal and Japan. He was nominated to the Ariel by the Mexican Film Academy, received the prestigious MacArthur Foundation Grant, and was named one of the “Academic Leaders of the World” by the Instituto Tecnológico de Estudios Superiores,

Monterrey. He was a member of the jury for the Mexican National Endowment for the Arts and the McLaren-Lambart Award. His body of work has an entry in “Animation, A World History” by Giannalberto Bendazzi.

**Judith Caporiccio, Wareham Public Schools**, holds degrees from Emmanuel College in English and Secondary Education, from Suffolk University, Boston, MA, in Reading and Special Education and a Certificate of Advanced Graduate Studies from Bridgewater State College, Educational Leadership. She presently works as the Chair of the Wareham School Committee, and teaches in China as a Preschool Teacher for Le Tao Shanghai Education Technology Co., Ltd. Her expertise is in teaching oral language through the lens of Global Education.

**Kristen McInerney, The George Washington University**, is a former Spanish teacher and Assistant Principal of Instruction in Chesapeake, VA. She is currently a doctoral student at The George Washington University in Washington, DC, interested in researching experiences and programming around newcomer English Learners when arriving in high school, facing graduation and intense English acquisition.

**Leonor María Martínez, Universidad de Córdoba**, is a Lecturer in the Department of English and German Philology at the University of Córdoba, where she pursued her doctoral studies and earned a Ph.D.

**Lobat Asadi, Texas A&M, College Station**, is an American-Iranian who has lived, worked, and studied abroad in the Middle East. Currently she is an English as a Second Language instructor with the University of Texas at Austin and a Ph.D. student in Curriculum Development at Texas A&M. She conducts intercultural communications seminars for students, teachers and businesses.

**Luis Javier Pentón, Concordia University Chicago**, is a Doctoral Candidate at Concordia University Chicago, in the Ph.D. in Leadership: Reading, Language, and Literacy program. He is currently a high school English as a Second Language teacher and an Adjunct Professor in TESOL, Spanish, Writing, and Education at different colleges and universities.

**Magdalena Mejía, Universidad de las Américas Puebla**, tiene un Doctorado en Lingüística Hispánica de Oklahoma State University. Sus intereses se centran en la enseñanza y didáctica de Español como Lengua Extranjera en la formación de profesores de idiomas, así como en la investigación sobre el aprendizaje del español como lengua extranjera, de herencia, la variación lingüística y la educación bilingüe.

**Mara Queiroz-Vaughn, University of North Texas Dallas**, received her Ph.D. in Spanish, with a minor in Portuguese in 2013 from Texas Tech University, Lubbock. She is currently employed at the University of North Texas at Dallas developing new programs in Spanish and educational pathways for social and economic mobility for underrepresented students.

**Margaret Funke Omidire, University of Pretoria**, is a Lecturer in the Department of Educational Psychology, University of Pretoria, South Africa. Her research interests center on multilingualism in education and its challenges, and issues of psychological well-being of affected students and teachers and parents. She is currently working on different projects in this field.

**Margaret McGregor, Chicago Public Schools**, is an Instructional Leadership and Literacy Coach for Chicago Public Schools. She has extensive teaching, coaching, and administrative experience at the primary, secondary, and post-secondary levels. She holds a Doctorate in Curriculum and Instruction from Loyola University Chicago.

**María Bastidas Aliaga, Asociación de Desarrollo Comunal**, es Licenciada en Trabajo Social, Especialista de Género, Máster en Gestión de Servicios Sociales de la Universidad Politécnica de Valencia, Directora Ejecutiva y socia co-fundadora de la Asociación de Desarrollo Comunal, Consultora de la Organización Internacional del Trabajo y de ONU Mujeres. Tiene experiencia en docencia universitaria en la Universidades Nacionales Mayor de San Marcos y Federico Villarreal, respectivamente, así como en el Centro de Altos Estudios Nacionales en el Perú. Actualmente realiza su tesis doctoral sobre el trabajo doméstico no remunerado y sus interrelaciones con la precariedad del empleo de las trabajadoras de hogar en el Perú en la Universidad Pablo de Olavide de Sevilla.

**María Fernández-Agüero, Universidad Autónoma de Madrid**, is an English Language Teaching Professor at the Universidad Autónoma de Madrid, where she has been training primary and secondary English as a Foreign Language

teachers for 20 years. She belongs to the Discourse Analysis and Intercultural Communication Research Group. Her main research interests revolve around the development of intercultural competence and bilingual education.

**María Asunción Barreras, Universidad de La Rioja**, es Profesora en la Facultad de Letras y de la Educación de la Universidad de La Rioja. Ha presentado comunicaciones en congresos nacionales e internacionales sobre enseñanza y aprendizaje del inglés y ha publicado artículos en revistas como Contextos Educativos o la Revista Española de Lingüística Aplicada.

**María de Lourdes Cuéllar, Centro de Enseñanza de Lenguas Extranjeras de la Universidad Nacional Autónoma de México**, estudió chino y teatro en Beijing, China. Es Trabajadora Social, Licenciada en Ciencias de la Educación y Maestra en Entornos Virtuales de Aprendizaje (Virtual Educa/Universidad de Panamá). Cuenta con una Diplomatura en Aprendizaje Autodirigido por la UNAM y es Asesora de Aprendizaje en Autonomía (chino).

**María Rosa Pérez, Universidad de Vigo**, es Doctora en Filología Hispánica por la Universidad de Santiago de Compostela y Profesora Titular en el Departamento de Lengua Española de la Universidad de Vigo. Sus áreas de interés, tanto docentes como investigadoras, se centran en la gramática del español, la enseñanza de lenguas y la evaluación del aprendizaje.

**Mark Landry, VSB-Technical University of Ostrava**, has been working at the Language Department of VSB-TUO for over 25 years. Besides university audio-visual productions, he has been involved in translating and correcting texts from various specialized fields. He has written three books focused on music. He also teaches courses specialized on IT and Aviation.

**Matthew Mackey, Yachay Tech University, Imbabura**, holds a B.A. in English and an M.F.A. in Creative Writing and Communications. He has taught developmental studies, composition, English as a Second Language, Literature and Creative Writing courses. He currently teaches in the English Language Program at Yachay Tech University, Ecuador.

**Maureen Manning, Wareham Public Schools**, is a dynamic international presenter and teacher trainer for the topics of Global Education, Family & Community Engagement and Movement and Learning for ELs. She is the Director of Communications, Global Education and Family and Community Engagement in Wareham Public Schools in Massachusetts, and was recently named Massachusetts Literacy Champion. She has worked as an adjunct professor, mentoring teachers and administrators, in the US and China, in best practices for strengthening and deepening ties with stakeholders and partners across the globe. She is a doctoral student with expertise in comparative international educational systems.

**Myrna Iglesias, Universidad de las Américas Puebla**, tiene un Doctorado en Ciencias del Lenguaje por la Benemérita Universidad de las Américas Puebla. Está interesada en la adquisición de lenguas y la descripción lingüística del español y del inglés, así como la enseñanza en inglés y español para extranjeros. Sus investigaciones están centradas en el español como lengua patrimonial y la problemática de la migración de retorno en la revitalización y mantenimiento de lenguas originarias.

**Nan Frydland, International Rescue Committee**, teaches English to Speakers of Other Languages at the International Rescue Committee in New York City. Her research and practice interests relate to low literacy adult learners. She earned an M.F.A. and an M.S. in Teaching English to Speakers of Other Languages at Long Island University.

**Nancy Rodríguez, Fordham University**, holds a B.S. and an M.S. in Education with specialization in Bilingual Education from City College, and an M.S. in Supervision and Administration from Bank Street College. She has experience as Pre-K–12 educator, district level administrator overseeing Bilingual/ESL programs in over 111 schools, and Senior Project Director for teacher training programs at Teachers College, Columbia University, Mercy College, and Fordham University. As Assistant Director of the Center for Educational Partnerships she supports the *cura personalis* vision and mission of the Graduate School of Education, or care for the entire person as an individual.

**Nathan Henne, Loyola University New Orleans**, earned his Ph.D. in Comparative Literature from the University of California Santa Barbara. He is Associate Professor at Loyola University New Orleans, where he also directs the Latin

American Studies Program. Recent publications include his translation of, and critical introduction to, University of Arizona Press' "Time Commences in Xibalbá", and Routledge's "A Cartography of the Uncertain: The Maya Textual Exile" in *Cartographies of Exile*, among others.

**Nayr Ibrahim, British Council/University of Reading**, has over 20 years of experience as an English teacher, trainer, materials writer and conference presenter. She is a Ph.D. student at the University of Reading, where she is studying the link between trilingualism, trilateracy and identity. Her interests include early language learning, bi/multilingualism, multiliteracies, and language and identity.

**Nidia Ruedas-Gracia, Stanford University**, is a Doctoral Candidate in Developmental and Psychological Sciences at Stanford University. Her research interests include psychosociocultural factors impacting the academic performance and psychological well-being of historically marginalized college students. She is also interested in developing culturally-sustaining interventions for this population, specifically students who are first generation/low income.

**Noelia Plaza, Universidad de Extremadura**, is an Associate Professor in the English Department at the University of Extremadura, where she graduated in English Studies in 2009. She teaches Business and Scientific English and is currently completing her Ph.D. on bilingual teacher training, as a member of a technology-enhanced language learning research group (GexCALL).

**Patricia Cacho, The University of Edinburgh, Moray House School of Education**, has explored over five years the life experiences and aspirations of Black and minority young people in the Scottish Highlands for her doctoral thesis. Through Critical Race Theory and intersectionality, she has unveiled the silences over minority young people, revealing a vacuum from those purportedly accountable for the young people.

**Rebeca Elena Tapia, Benemérita Universidad Autónoma de Puebla**, es Profesora Investigadora con amplia experiencia como formadora de docentes de inglés en la Benemérita Universidad Autónoma de Puebla. Doctora en Lingüística Aplicada por la Universidad de Macquarie, Australia, es miembro del Sistema Nacional de Investigadores del Conacyt. Ponente nacional e internacional, es miembro de TESOL, Mextesol y American Association of Applied Linguistics.

**Richard Gregory Bradley, Vietnamese-German University**, holds an M.S. and an M.A., as is a Senior Lecturer at the Vietnamese-German University in Vietnam. He received his M.A. in Applied Linguistics from La Trobe University. He has given lectures at conferences in the United States and in Vietnam on teaching pronunciation to Vietnamese, and teaching project-based technical communication to university students.

**Ronli Nissim, Tel Aviv University**, has a Translator Certificate from Beit Berl College, a B.A. in English Literature and Linguistics from Tel Aviv University (TAU), and an English Teaching Certificate from TAU. She is currently a student in the Multilingual Education M.A. program at TAU, with over 10 years of experience in translation, editing and photography. She also currently serves as an English Lecturer at Bar Ilan University.

**Rosa María Jiménez, Universidad de La Rioja**, is Professor of Applied Linguistics at the Universidad de La Rioja, and Head of the Grupo de Lingüística Aplicada de la Universidad de La Rioja (GLAUR) Research Group. Her research interests include vocabulary acquisition, lexical availability, L2 lexicon conceptualization, CLIL, discourse, and gender. Her publications include "Lexical Availability in English and Spanish as a Second Language" (Springer, 2014).

**Ruth Harman, University of Georgia**, is an Associate Professor in TESOL at the University of Georgia. Her research investigates how best to support the literacy and language development of multilingual learners in an era of anti-immigration discourses through systemic functional linguistics (SFL), translanguaging, and youth participatory research.

**Sara Bilimoria, University of Southern California**, is currently a Master of Science in Global Medicine candidate at the University of Southern California Keck School of Medicine. She is studying international healthcare management and is fascinated by the intersection of culture and medicine, which she has studied in Bolivia, Malaysia, and India. She plans to attend medical school next year and work with Non-Governmental Organizations to have a hand in alleviating the global burden of disease.

**Shadab Hussain, Graduate School of Education, Stanford University**, is currently a fourth-year Doctoral Candidate pursuing a degree in Developmental and Psychological Sciences at the Stanford Graduate School of Education. Her research interests revolve around the positive social/emotional and academic development of adolescents and undergraduate students with a specific focus on bicultural and multicultural students.

**Sheryl Santos-Hatchett, University of North Texas Dallas**, is a Professor of Bilingual Education and Teacher Education, also serving as the Coordinator for the Department of Languages and Communication for the School of Liberal Arts at the University of North Texas at Dallas, a Hispanic-Serving Institution. She is dedicated to providing opportunities for social mobility for Heritage Language students.

**Silvia Schnitzler, Argentina TESOL**, is a Teacher of English as a Foreign Language, with a post-graduate degree from the Universidad Nacional in Rosario, and a Lecturer in Phonology and English Language at the Instituto de Educación Superior Olga Cossettini. She also holds a Profesora de Español como Lengua Extranjera degree from Universidad del Centro Educativo Latinoamericano/Parque de España. She has been a speaker at several national and international congresses and authored “Phonemic Notation Practice” and “Phonetic Notation Practice”.

~~**Sonya Romero, Albuquerque Public Schools**, has been a Teacher of English to Speakers of Other Languages/Bilingual educator for over 19 years for the Albuquerque Public Schools. She is a teacher of teachers within her union, a mentor teacher, and an advocate for social justice issues within her school community. She is Vice President of her local union and a foster parent.~~

**Stephanie Lerat, Université de Lorraine**, is Associate Professor of Linguistics at the Institute of Teacher Education (École Supérieure du Professorat et de l'Éducation), of the University of Lorraine, France. She is a member of the Language Didactics and Sociolinguistics team of the Analyse et Traitement Informatique de la Langue Française Laboratory. She is interested in language diversity, language teaching and comparative linguistics.

**Susan Gong, Yachay Tech University, Imbabura**, currently teaches in the English Language Program at Yachay Tech University, Ecuador. She previously worked in Asia and the Middle East. She holds a B.F.A. in Photography and an M.A. in Teaching English to Speakers of Other Languages. She is interested in bringing non-violent communication and reflection into the classroom.

**Tamara Robledo, Universidad de Salamanca**, has been teaching English and Spanish Literature for twelve years in a high school in Avila. Moreover, she is a Cambridge Examiner and a current Ph.D. candidate working on new methodologies in the teaching field at the University of Salamanca. She has published different educational articles in journals.

**Taryn U’Halie, English Language Fellow/U.S. Department of State**, holds an M.A. in Teaching English as a Second Language/Teaching English as a Foreign Language from Colorado State University. She has been teaching high school English as a Second Language/English as a Foreign Language classes in the greater New Orleans metro-area for the past seven years, and is currently on leave to carry out an English Language Fellowship sponsored by the U.S. Department of State.

**Teresa LaFromboise, Stanford University**, is a Professor of Developmental and Psychological Sciences in the Graduate School of Education and an affiliated faculty in the Child Health Research Institute, School of Medicine at Stanford University. She advanced the theory of bicultural competence and has published numerous articles on Native American identity.

**Theresa Bodon, Sam Houston State University**, is a Doctoral Candidate of Literacy at Sam Houston State University. Her research is directed toward critical and multimodal pedagogies and literacy, focusing on topics related to culture and education within refugee populations and nomadic education. She is conducting research on the perspectives of migrants living in unregulated camps in France, studying the visual, oral, and written representations addressed by refugees through the art of filmmaking and social media. Her work has been presented at The Global Media Information and Literacy conference 2016.

**Thomas DeVere Wolsey, Portland State University**, is the founder of the Institute to Advance International Education (IAIE). He teaches graduate literacy courses online at Portland State University in Oregon). He worked in public schools for twenty years teaching English and social studies. Prior to founding IAIE, he served as program director for all graduate literacy programs at a large mid-western university. He coauthored with Diane Lapp “Literacy in the Disciplines, A Teacher’s Guide for Grades 5-12.” The book was released in 2016 from Guilford Press.

**Thuy Pham, University of Southern California**, is the Student Advisor with the American Language Institute (ALI) at USC. As such, she is the liaison for all USC departments and the ALI and advises students on a variety of issues relating to their ALI classes. She also oversees the administrative aspects of the International Teaching Assistant program.

**Tiffany Farias-Sokoloski, University of Texas San Antonio**, currently works as a Literacy Implementation Specialist with the San Antonio Independent School District and is a co-founder of San Antonio Girls Rock Camp. Her research interest lies in the field of public education, specifically focusing on the ways in which socioeconomic diversity frames teachers’ identities.

**Valerie Butrón, Joliet Public Schools District 86**, is District Administrator for ELL Programs and has bilingual teaching and school administrative experience. She worked previously as an Instructional Specialist in the Illinois Center for School Improvement at the American Institutes for Research. She holds an M.A. in School Leadership from Concordia University Chicago and an M.S. in Education from Northern Illinois University.

**Vanesa Álvarez Rosa, Universidad de Salamanca**, es Doctora en Filología Hispánica con Mención Europea y Licenciada en Filología Portuguesa por la Universidad de Salamanca. En la actualidad es Profesora Ayudante Doctora de la misma. Es especialista en el Análisis del Discurso y en la Enseñanza de Español como Lengua Extranjera, buscando sinergias entre la docencia y sus intereses investigativos.

**Véronique Lemoine, Université de Lorraine**, is an Associate Professor at the Institute of Teacher Education (Ecole Supérieure du Professorat et de l’Éducation), University of Lorraine France. She is a member of the Language Didactics and Sociolinguistics team of the Analyse et Traitement Informatique de la Langue Française Laboratory. Her main research interests include teachers’ intercultural and independent practices, early childhood education, and comparative education.

**William Robert Amilan Cook, York University**, is a PhD student in the Applied Linguistics Program at York University. His research interests are in language policy and planning, with a particular focus on Arab Gulf States. He is also interested in ethnographic and narrative research methods, as well as Foucauldian analytical tools for policy research.

**Zeynep Aysan, Middle East Technical University**, is a graduate of the English Language Teaching Department and got her M.A. in the same area. Currently, she is a Ph.D. candidate and research assistant at Middle East Technical University in Turkey.