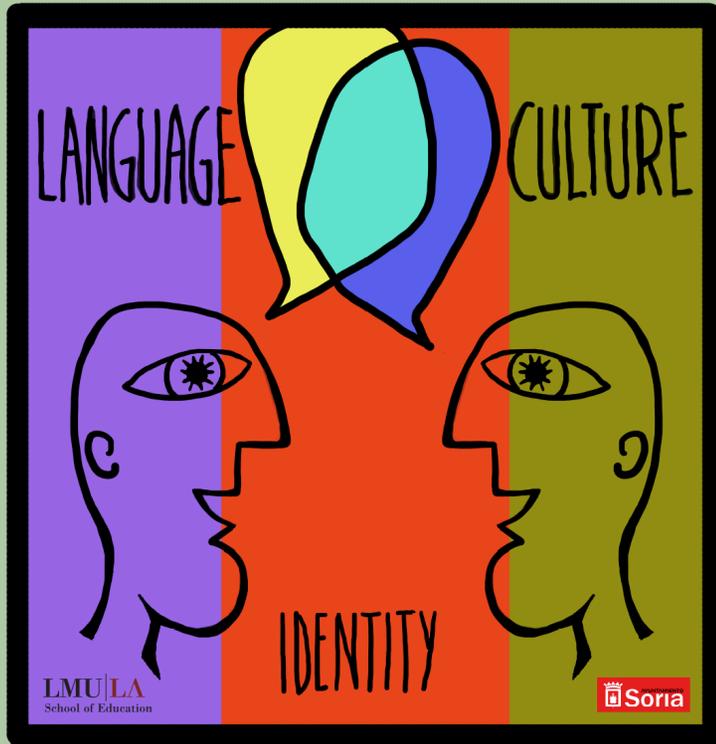


IV International Colloquium on Languages, Cultures, Identity, in Schools and Society

Official Program

4th International Colloquium on
Languages, Cultures, Identity in Schools & Society
Soria (Spain), July 4-6, 2018



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4º Coloquio Internacional sobre Lenguas,
Culturas e Identidad en la Escuela y la Sociedad
Soria (España), 4-6 de julio, 2018



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Wednesday, July 4, 2018

8:45-9:00	Materials Pickup		
9:05-9:25	Ramiro Euyoque , LMU School of Education Assistant Dean for Enrollment Services; Jesús Báñez , Councilman, Area of Culture City of Soria; Francisco Ramos , Colloquium Director; Isabel Sanz , Colloquium Coordinator <i>Welcome</i>		
9:30-10:20	Plenary Session - Desmond Odugu, Lake Forest College: <i>Critical Turns in Multilingual Education and Social Change: Africa and Beyond</i>		
	Room 1	Room 2	Room 3
10:30-11:25	Jelle Krol: <i>European Minority Language Literature in the Great War Era</i> Olga Misechko: <i>Choice of the Second/Foreign Language as a Political Issue</i>	Mohammad Reza Ghorbani: <i>Feasibility of Adopting English as a Partial Medium of Instruction for Mathematics and Science Subjects in Iranian Senior High Schools</i> Rebecca Place: <i>The Relevance of CLIL Methodology in Bi- and Tri-Lingual Teaching Scenarios</i>	Thomas Devere Wolsey: <i>Preserving Indigenous Languages in the Classroom</i> Eliane Rubinstein-Avila: <i>Emic Perceptions About the Official Revitalization of El Silbo Gomero in the Canary Islands</i>
11:30-11:50	Break – Snacks on Venue Terrace		
11:55-12:50	Aitor Ibarrola-Armendáriz: <i>The Use of Creole in Edwidge Danticat’s “Claire of the Sea Light”</i> Stephen Dougherty: <i>Do We Need New Names?</i> <i>Contemporary Novels on Migration and Race in the United States</i>	Amarilis Hidalgo de Jesús: <i>Integrando al Estudiante Latino en Programas de Español Universitarios</i> Oscar Gustavo Chanona, Vivian Mazariegos: <i>La Formación por Competencias: Experiencias y Logros en la Maestría en Didáctica de las Lenguas</i>	Margarita Gomez Zisselsberger: <i>Understanding Dynamic Bilingual Writing: Toward A Translanguaging Pedagogy for Teaching Writing</i> Amy Clark: <i>Emergent Bilingual Children’s Book Discussions in Spanish: Cultural Relevance, Linguistic Flexibility, and Cognitive Capacity</i>

	Room 1	Room 2	Room 3
1:00-1:55	<p>Maite Sánchez: <i>Translanguaging Theory and Its Pedagogical Applications</i></p> <p>Kristin Hiller: <i>Translingual Practice in the Global University</i></p>	<p>Mariella Espinoza Herold: <i>Identity and Education of Bilingual-Bicultural Students in the U.S. and the European Union: Differences and Commonalities</i></p> <p>Jason Stegemoller: <i>Developing an Institutional Approach to Culturally Sustaining Practices at a Hispanic Serving Institution</i></p>	<p>Leslie Maria Turpin: <i>Traces of Places: Understanding the Passing of Cultural Identity in a Laotian American Community</i></p> <p>Javier Sepúlveda Garibay: <i>Promoting Retention through Dance and Outreach: A Librarian's Perspective</i></p>
2:00- 5:00	Lunch		
5:00-5:55	<p>Fabiola Ehlers-Zavala: <i>Pathway Student Identity and Support Systems for Their Success in US Higher Education</i></p> <p>Marta García Alamán, Olga Díez Velasco: <i>On the Role of Identity in the Language Classroom: A Practical Approach</i></p>	<p>Sumera Umrani: <i>Exploring English Language Teacher Identity in Postcolonial Pakistan</i></p> <p>Lottie Baker: <i>The Power of Language in Constructing Student Identities: Content Teachers' Understanding of English Learners</i></p>	<p>Marta Díaz-Ferro: <i>Socialización Bilingüe Infantil en Galicia: Enumeración de Contribuciones en un Aula de Educación Infantil</i></p> <p>Arántzazu Soria, Laura Chamarro: <i>Los Proyectos Interdisciplinares en ESO como Estrategia para el Desarrollo de las Lenguas</i></p>
6:05-7:00	<p>Susan Erdmann: <i>Language Politics, Language Selection, and Higher Education in Norway</i></p> <p>Patricia Cacho: <i>Beyond Silences; Young People as Minorities and Migrant Workers in the Scottish Highlands</i></p>	<p>María Asunción Barreras: <i>Finger Rhymes, Nursery Rhymes and Teaching English to Young Children in the Bilingual Classroom</i></p> <p>Altamira Alicia López, Pablo Celada, Andrés González: <i>Los Debates Formales como Instrumentos de Enseñanza de Lenguas Extranjeras y de Acercamiento a Otras Culturas y Modos de Pensar</i></p>	<p>Mariajosé Gómez: <i>Children's Literature and Young Adult Novels: Reflections on the Complexity of Representation of the Immigration Experience</i></p> <p>Josephine Prado: <i>From Switching Codes to Crossing Lenguaje: Reframing Language to Empower Adolescent English Learners' Identity Construction</i></p>
7:30	Social Hour (Optional). Venue TBA		

Thursday, July 5, 2018

Thursday, July 5, 2018			
	Room 1	Room 2	Room 3
9:30-10:25	<p>Gabrielle Jones: <i>Reframing Literacy from a Deaf Chinese Lens: Practice and Implications</i></p>	<p>Danielle Freitas: <i>Plurilingualism in TESL Programs? Are We There Yet?</i></p> <p>Lisa Winstead: <i>A Multiple Case Study on How Bilingual-Bicultural Teachers' Language Shame and Loss Affects Teaching English Learners</i></p>	<p>Jose Antonio Lecea: <i>Attitude Scale Results of Student Confidence Overtime: Participation in an Integrated Mathematics/Computer Programming Curriculum.</i></p> <p>Zehlia Babaei-Wilhite: <i>Collaboration in Language, Culture & Human Rights in STEAM Education</i></p>
10:35-11:30	<p>Esther Bettney: <i>Mono/Multi/Pluricultural? Student Identity Negotiation in a Bilingual School in Honduras</i></p> <p>Elisabeth Chan, Mathew Espinosa: <i>Countering Culture Loss in Education</i></p>	<p>Jorge Alberto Ramírez, Jacob Ruth: <i>The Use of Language Pedagogy to Impact Self and Others</i></p> <p>Debra McDermott de Ramos: <i>L2 Learner Motivation: Identity Perspectives</i></p>	<p>Iris Orosia Campos Bandrés: <i>20 Años de Aragonés en la Educación Primaria. Situación y Perspectivas de Futuro.</i></p> <p>Francisco Javier Olmedo, María José Latorre, Francisco Mateos: <i>Influencia del Lenguaje en el Rendimiento Académico en Contextos Multiculturales</i></p>
11:35-11:55	Break – Snacks on Terrace		
12:00-12:55	<p>Sheryl Santos-Hatchett: <i>Secondary Dual Language Immersion Programs in Texas</i></p> <p>Cynthia Carter Chasteen: <i>Culture Shift: A Missouri Town's Transformation to Bilingual and Bicultural</i></p>	<p>Ana Sánchez-Muñoz: <i>Resisting Linguistic Terrorism: Spanish Language Use in the Trump Era</i></p> <p>Jenna LaChenaye: <i>Education and the Politics of Place: Language Policy and Culture Loss in Cajun French Louisiana</i></p>	<p>Ashma Shamail: <i>Re-Locating Home and Forging Cultural Connections in Brown Girl, Brownstones</i></p> <p>Phillip Miller Clark: <i>Using Bourdieu's Thinking Tools as a Framework in a Narrative Analysis with Kikokushijo</i></p>

1:05-2:00	<p>Navin Kumar Singh: <i>Embracing Multidimensional Scholarship and Plurilingualism for Social Justice and Equity to Millennials</i></p>	<p>Pallavi Pallavi: <i>Ideologies in Practice: Understanding the Case of Multilingual Migrants in Classrooms of Delhi</i></p> <p>Cao Thi Quynh Loan: <i>The Effects of Students' L1 on Learning English Linguistics at USSH-HCMC, Vietnam</i></p>	<p>Bill Jiang, Olga Weston: <i>Generation 1.5 Students in Community College: Solving the Enigma</i></p> <p>Nan Frydland: <i>Overcoming Cultural Dissonance Using Culturally Responsive Teaching</i></p>
2:00-4:30	Lunch		
4:30-5:25	<p>Fatima van Hattum: <i>A Gendered Reading of Muslim Vocabulary</i></p> <p>Adrián Martínez Corral: <i>Language Ideology in Şalom: Perceptions of Judezmo in a Sephardic Newspaper</i></p>	<p>Claudia Ioana Macrea: <i>Niña de Tercera Cultura vs Primera Generación</i></p> <p>Elizabeth López, Ana Romero: <i>Producto del Esfuerzo Inmigrante</i></p>	<p>Yasir Hussain, Jose Antonio Lecea: <i>A Perspective of Social Equity through Cultural Diversity: Rethinking Maslow's Humanistic Education Paradigm</i></p> <p>Elpida Petraki: <i>Symbolic Value and Foreign Language Learner Investment in Greece</i></p>
5:30	Social Activity (Optional): Bus trip to Medinaceli		

Friday, July 6, 2018

<p>9:30-10:25</p>	<p align="center">Plenary Session – Jesús Sanz, Convivencia Cívica Catalana: <i>The Importance of the Mother Tongue in Education: The Case of Catalonia</i></p>		
	<p>Room 1 - 10:30-11:25* (Please note)</p>	<p>Room 2 - 10:30-11:25* (Please note)</p>	<p>Room 3 - 10:30-11:35** (Please note)</p>
<p>Please note times</p>	<p>Sarah Kegley: <i>Writing Our Identities: Fostering Intercultural Understanding and Identity in Undergraduate First-Year Writing Courses.</i></p> <p>Kathy Bussert-Webb, Hannah Masso: <i>Latinx Children's Spanish and Translanguaging Perceptions and Strategies for Writing</i></p>	<p>Alan Crawford: <i>The Natural Approach to L2 Instruction: Teaching L2 Without a Textbook and with Minimal Grammar</i></p> <p>Taryn U'Halie: <i>Using Collaborative Learning Strategies to Design Challenging Academic Science Curriculum for ELL Elementary Students</i></p>	<p>Gabriel Rei Doval: <i>La Enseñanza de la Lingüística Hispánica en Estados Unidos: Retos y Oportunidades</i></p> <p>Mara Queiroz Vaughn: <i>El Aporte del Estudio del Español a la Movilidad Económica y Social</i></p> <p>Vivian Mazariegos, Mónica Miranda: <i>Acercamiento al Inglés Como Lengua Extranjera con Profesores de Inglés de Nivel Medio y Superior del Estado de Chiapas</i></p>
<p>11:40-12:35</p>	<p>Francisco José Francisco: <i>What's Up with your WhatsApp? A Reflection on the Dangers and Possibilities of IM Technology to Teach ESL</i></p> <p>Trinidad Jerez Montoya: <i>In-Service Teacher Perception of IWB Usage and Training in the Technology-Enhanced CLIL Class</i></p>	<p>Comfort Pratt: <i>El Español del Noroeste de Luisiana: Un Ejemplo Prototípico de un Dialecto Amenazado</i></p> <p>María del Carmen Ramírez: <i>Uso de las Lenguas Indígenas e Inglés en las Tiendas del Paisaje Lingüístico de Oaxaca</i></p>	<p>Marion Joan Milton: <i>How Can a Regular Class Teacher Recognise and Develop an English Learner's Literacy?</i></p> <p>Dianne Excell: <i>Using Identity Texts to Boost the Confidence and Attainment of EAL Learners</i></p>
<p>12:40-1:00</p>	<p align="center">Certificates, Evaluation, and Farewell</p>		

Session Descriptions

Wednesday, July 4

9:20-10:00

Plenary Session

Desmond Odugu: *“Critical Turns in Multilingual Education and Social Change: Africa and Beyond”*

The prospect of engendering socioeconomic development through language policy/planning in multilingual Africa remains elusive long after multidisciplinary research traditions demonstrate the comprehensive benefits of linguistic/cultural diversity. Recent translanguaging/translanguaging research and efforts to infuse development studies with language/linguistic considerations invite re-considerations of mainstream educational language policy/planning approaches. Using ethnographic evidence from Africa, this study explores educational and social implications of appropriating translanguaging/translanguaging and the “language turn” in development studies. Findings highlight triadic tensions between Occidentalized fixities of development discourse, post-colonial performative transnationalization of education (with its exoglossic monolingual habitus), and historical phenomena and scholarly appropriations of translanguaging/translanguaging in education and society.

10:30-11:25

Room 1

Jelle Krol: *“European Minority Language Literature in the Great War Era”*

It will be argued that post-World War I writers expressing themselves in non-state languages were instrumental in revitalizing those languages in Europe. Their hopes were ignited by the sovereignty of emergent new states. They realized that, if they were to gain official recognition for their languages, they should strive not only for a higher degree of autonomy, but also for a modernization of their literatures. The cases of Breton, Frisian, Scots and Welsh will be compared with regard to various strategies employed by four vanguard authors to create literary capital for their languages to put them on the international map.

Olga Mischevko: *“Choice of the Second/Foreign Language as a Political Issue”*

It is increasingly acknowledged that the national policy of second/foreign language education is developing in a certain socio-political context. Reasons for the choice of languages to be taught in primary, secondary and tertiary education levels are not purely linguistic, but also politically and ideologically biased. Some languages may be resented because of the previous negative experience of political domination of the language-native country. Other languages may be promoted instead, as a counterbalance to the past history. This presentation deals with the contemporary second/foreign language teaching landscape in Ukraine, greatly determined by military actions inspired by Russia, its former sovereign.

Room 2

Mohammad Reza Ghorbani: *“Feasibility of Adopting English as a Partial Medium of Instruction for Mathematics and Science Subjects in Iranian Senior High Schools”*

English as a Medium of Instruction (EMI) has been increasingly introduced into Non-Anglophone Countries (NACs), due to globalization and internationalization of education. Since the 1979 revolution, talking about EMI in the Iranian formal education has been a taboo subject. This study aims at figuring out the potential possibilities of implementing English as a Partial Medium of Instruction (EPMI) for Mathematics and Science Subjects (MSSs) at Senior High Schools (SHSs). The convergent mixed methods design is used to collect data through survey questionnaires and e-mail interviews. The findings will assist language education authorities and policy makers in making sound decisions.

Rebecca Place: *“The Relevance of CLIL Methodology in Bi- and Tri-Lingual Teaching Scenarios”*

Working closely with Basque- and Spanish-speaking teachers, from Infant and Primary through to Secondary education and EOIs, I have explored the relevance of presenting and developing content through all the languages learners of all ages have at their disposal. Using the supportive techniques common to CLIL methodologies, we can encourage interest, elicit knowledge, and scaffold language in our learners to build a more inclusive classroom and a more dynamic multilingual reality for our students and ourselves.

Room 3

Thomas Devere Wolsey: *“Preserving Indigenous Languages in the Classroom”*

In our work with indigenous populations from Guatemala to Hopi to Los Angeles, we have found a resurgence of interest in preserving indigenous languages that might otherwise be lost. In Urbana, Illinois, entire communities speak Q’anjob’al. Often, the people are mistakenly believed to be speakers of Spanish as a first language. Such assumptions lead to loss of the rich and diverse languages of the world. Failing to honor students’ native languages has consequences for the students and for their non-native speaking peers. This session focuses on preserving indigenous languages and cultures in the classroom and in the community.

Eliane Rubinstein-Avila: *“Emic Perceptions About the Official Revitalization of El Silbo Gomero-Canary Islands”*

My case study research is based on fieldwork conducted in the island of La Gomera, Canary Islands (Spain) in 2016. My research goal was to examine the only current official revitalization program of an ancient (heritage) “whistle language” in the world. The main question was: How do the various stakeholders (e.g., program/school administrators, teachers, silbo instructors, students and their families) perceive this mandated language revitalization project? The findings point to a complex intersection of island cultural identity and pride. Findings also point to layered ideologies to conserve, recreate, and pass on a cultural practice that is losing its original function.

11:55-12:50

Room 1

Aitor Ibarrola-Armendáriz: *“The Use of Creole in Edwidge Danticat’s ‘Claire of the Sea Light’”*

This paper will look into the possible reasons for and effects of the use of creole words and expressions in the novel “Claire of the Sea Light” (2013), by Haitian-American author Edwidge Danticat. This use of her mother tongue is not new in Danticat’s work, but not much attention has been paid in the literature on her fiction either to its causes or to the purposes it pursues. The paper will consider both what “drives” and interests are encouraging the author to incorporate these stylistic elements and what types of effects they produce on her readers.

Stephen Dougherty: *“Do We Need New Names? Contemporary Novels on Migration and Race in the United States”*

In “The Figure of the Migrant” (Stanford University Press, 2015), Thomas Nail asks: “What would it mean to rethink political theory based on the figure of the migrant rather than on citizenship?” (p. 17). Such rethinking is helping to unsettle assumptions in many disciplines and fields today. Within the literary arts, this rethinking of the migrant as an important, and central, political figure opens up new ways to model subjectivity and identity-making. In the group of African/American novels I will survey, they provide a valuable point of departure for analysis of race and subjectivity in the United States.

Room 2

Amarilis Hidalgo de Jesús: *“Integrando al Estudiante Latino en Programas de Español Universitarios”*

En el verano del 2016 participé en un programa piloto de verano para atraer estudiantes latinos a mi universidad. Para ello implementamos un programa de dos semanas para estudiantes latinos de secundaria. Así creamos una especie de campamento de verano en el cual ofrecimos clases de inglés y español. También creamos una serie de actividades para enriquecer su aprendizaje. De ese proyecto nació la idea de adaptar nuestros cursos Spanish for Heritage Speakers y Hispanics in the U.S. a las necesidades de nuestros estudiantes nativos y de crear un programa de concentración para estudiantes nativos (Heritage Speakers).

Oscar Gustavo Chanona, Vivian Mazariegos: *“La Formación por Competencias: Experiencias y Logros en la Maestría en Didáctica de las Lenguas”*

La Maestría en Didáctica de Lenguas forma parte del PNPC del CONACyT impartida en la FLCT, Universidad Autónoma de Chiapas. De acuerdo con su plan de estudios, “la formación que ofrece se sitúa en el paradigma educativo centrado en el aprendizaje y la construcción de competencias profesionales integrales. Este proyecto de investigación son vivencias y experiencias de tipo académico relacionadas con las creencias, las prácticas didácticas, las trayectorias profesionales, las relaciones interpersonales, las conceptualizaciones de contenidos, la transferencia de la teoría a la práctica de los saberes y el acercamiento a la investigación dentro del esquema profesionalizante.

Room 3

Margarita Gómez Zisselsberger: *“Understanding Dynamic Bilingual Writing: Toward A Translanguaging Pedagogy for Teaching Writing”*

This project investigates the dynamic bilingual (Spanish/English) writing and translanguaging practices of elementary students in an after-school writing club. Through a sociocultural (Vygotsky, 1978) and translanguaging lens (García & Wei, 2014), I examine the “fluid practices that go between and beyond socially constructed language and educational systems, structures, and practices to engage diverse students’ multiple meaning-making systems and subjectivities” (García & Wei, 2014, p. 3) to answer the question of what patterns of language use emerge when using translanguaging pedagogy with bilingual students. The study hopes to contribute to the theoretical and pedagogical approaches to teaching bilingual writing.

Amy Clark: *“Emergent Bilingual Children’s Book Discussions in Spanish: Cultural Relevance, Linguistic Flexibility, and Cognitive Capacity”*

This case study examines data from nine literature discussions of culturally relevant texts conducted in Spanish in a second-grade, one-way immersion classroom. Translanguaging pedagogy and theory (Williams, 1994; García, 2009; García & Wei, 2014) and Rueda’s facilitative encoding hypothesis (2006, 2011) are employed to describe how linguistic and cultural knowledge facilitate children’s comprehension and discourse. Findings examine how a group of bilingual children typically considered “at-risk” for academic failure draw on their full linguistic repertoires, cultural experiences, and cognitive capacities to generate deep meaning during book discussions. Teacher interview data reaffirm the need for flexible “languaging” in classrooms.

1:00-1:55

Room 1

Maite Sánchez: *“Translanguaging Theory and Its Pedagogical Applications”*

In recent years, educators and researchers have paid attention to the pedagogical practices of translanguaging. While the idea of using the students' full language repertoire is not new in education, what is new is the theoretical foundations and the strategic planning of instructional strategies that use students’ full language repertoires. This presentation will first provide an overview of the theoretical constructs behind translanguaging (Li Wei, 2017; Otheguy, et al., 2015) and then will give examples of translanguaging pedagogy in bilingual and English-as-a-Second-Language classrooms in New York whose teachers have received extensive training on translanguaging pedagogy.

Kristin Hiller: *“Translingual Practice in the Global University”*

In a qualitative study involving international undergraduates (IUGs) at a U.S. university, the multilingual participants’ descriptions of the ways they used their linguistic resources and the contexts in which they used them revealed an unequal positioning of their languages. Although all the IUGs recounted making use of their various codes and repertoires as needed/allowed, their choices were constrained in some contexts. Using a genealogical discourse analysis, and viewing language as a translingual practice, I identified a sanctioning of the use of languages other than English (LOTE) in social situations, while their use of LOTE was contested in public academic situations.

Room 2

Mariella Espinoza Herold: *“Identity and Education of Bilingual Bicultural Students in the U.S. and the European Union: Differences and Commonalities”*

This paper exposes issues of identity and education of new generations of children of transnational immigrants in the U.S. and the European Union. The findings of case studies conducted in various countries suggest that children of immigrants struggle to integrate themselves into societies that do not understand their dual allegiance to two cultures. In the U.S., bicultural youngsters adhere to a new language and a ‘mestizo’ identity as a marked factor of their hybrid self-identification. In more global-oriented European spaces, individual identity is highly influenced by media representations and social constructions of religion and other manifestations of cultural identity.

Jason Stegemoller: *“Developing an Institutional Approach to Culturally Sustaining Practices at a Hispanic Serving Institution”*

This paper discusses an initiative to develop an intentional approach to culturally and linguistically sustaining practices at a Hispanic Serving Institution in the US. Students who identify with languages and cultures that have been marginalized societally often face institutional barriers to expressing their unique strengths and talents in universities. The goal of the project is to facilitate the growth of cultural competence among university faculty and staff to create a climate in which all students feel that their unique linguistic and cultural identities are welcomed and validated.

Room 3

Leslie Maria Turpin: *“Traces of Places: Understanding the Passing of Cultural Identity in a Laotian American Community”*

How do children experience their parents’ memories of home? This presentation explores how a teacher/researcher worked with a Laotian/American diaspora community to support the co-creation of inter-generational drama and literacy projects for sharing and understanding memories of place in a community displaced by war. The inter-generational projects included collaboration with government, arts, and cultural organizations to support the rejuvenation of language and cultural practices including folk opera, folk songs, poetry, painting and writing.

Javier Sepúlveda Garibay: *“Promoting Retention through Dance and Outreach: A Librarian’s Perspective”*

It should come as no surprise that the college experience for many first-generation Latino students is met with bewilderment and uncertainty. Thankfully, cultural spaces serve to orient these students, both socially and academically. Through this panel I will discuss the outcomes of my involvement with Grupo Folklórico de LMU as a past first-generation student and now as a librarian. Through interviews, I will outline how students have both found representation and identity on campus through traditional dance, but also how I have used this platform to teach students research skills as well as promote library events and services.

5:00-5:55

Room 1

Fabiola Ehlers-Zavala: *“Pathway Student Identity and Support Systems for Their Success in US Higher Education”*

The US remains a top destination for international students. International student mobility, together with the more aggressive approach towards the internationalization of university campuses, has led to the recruitment of a new type of international student, known as a “pathway student.” In order to matriculate at the university, the pathway student must satisfactorily complete a pathway program- a high-stakes type of program. In this presentation, I examine some of the identity and cultural/linguistic challenges these pathway students confront as they are fully immersed in the new academic context. I describe institutional strategies in place to support them in this process.

Marta García, Olga Díez: *“On the Role of Identity in the Language Classroom: A Practical Approach”*

Self-identity and cultural identity play a crucial role in the language class when working with adult learners of English as a second language. Located in La Rioja, our school has become melting-pot of cultures. In order to account for all the idiosyncracies of our learners, we decided to exploit the resources that empowering diversity offers in order to design an all-inclusive programme of English for adult learners that combines objectives, skills and contents. In so doing, we do not only provide students with the knowledge needed for engaging in successful communication, but also help them in their personal and professional development.

Room 2

Sumera Umrani: *“Exploring English Language Teacher Identity in Postcolonial Pakistan”*

English language teaching and learning practices in postcolonial Pakistan have certain interesting and under-researched areas; teacher identity is one of them. English Language Teacher Identity (ELTI) happens to be an integral aspect of teachers’ professional development and its understanding. ELTI in Pakistan is an inclusive, broad and dynamic construct. The current study explores how does an ELTI shape up and develops in universities of Pakistan. The data was collected through narrative interviews from 20 English language teachers of two public and one private sector university of Pakistan. The initial findings suggest that ELTI includes ideological, academic, professional, and cultural underpinnings.

Lottie Baker: *“The Power of Language in Constructing Student Identities: Content Teachers’ Understanding of English Learners”*

This presentation describes findings from a qualitative study on teachers’ perceptions of their English learners (EL). Seventeen content educators in an online graduate program responded to multiple discussion prompts as part of courses in second language learning. I conducted a critical discourse analysis of comments that referred to ELs or their families to understand the ways in which teachers describe these students. Consistent with Gee’s (2011) Discourse theory, the ways teachers communicate about ELs has implications for students’ identity construction. I present thematic findings and consider implications for education and professional development for teachers who are new to working with ELs.

Room 3

Marta Díaz-Ferro: *“Socialización Bilingüe Infantil en Galicia: Enumeración de Contribuciones en un Aula de Educación Infantil”*

En esta comunicación presentamos una parte concreta de mi tesis doctoral en curso sobre la socialización bilingüe infantil escolar en Galicia; atendiendo a 25 niños de Educación Infantil, nos centramos en las interacciones maestra-niños a la hora de realizar una de las actividades que tienen lugar en una de las rutinas más importantes de la jornada escolar: O Tempo de Asamblea. En esta tarea, los niños deben contar numéricamente el número de palabras que tienen que proponer, o cuántas propusieron ya; prestaremos especial atención a cómo realizan este conteo y a cómo responden a las peticiones de la maestra.

Arántzazu Soria, Laura Chamarro: *“Los Proyectos Interdisciplinares en ESO como Estrategia para el Desarrollo de las Lenguas”*

Actualmente las metodologías emergentes nos facilitan entrenar las funciones ejecutivas para conseguir aprendizajes significativos de profundo calado en la construcción de procesos cognitivos en nuestros alumnos. El aprendizaje basado en proyectos interdisciplinares proporciona una interesante oportunidad para trabajar desde diferentes áreas el desempeño de las capacidades lingüísticas en L1 y L2. La propuesta es presentar una buena práctica como ejemplo. En este caso las áreas implicadas son: CC.SS. Bilingüe (inglés), Lengua y Literatura Castellana e Iniciativa Emprendedora en 3º ESO. Este proyecto interdisciplinar de emprendimiento ha sido premio MECD de “Rutas científicas, artísticas y literarias” en la convocatoria 2017.

6:05-7:00

Room 1

Susan Erdmann: *“Language Politics, Language Selection, and Higher Education in Norway”*

Immigrants to Norway who wish to enter tertiary education face the double challenge of learning the local language, Norwegian, and refining their English-language skills to a degree that allows them to read assigned literature and engage in academic conversations in English. Students enrolled in Masters programs are particularly likely to need both high-level Norwegian and English language skills. This paper will examine the linguistic challenges faced by immigrant students enrolled in Masters programs at both a University and a University College and discuss how these students negotiate the linguistic landscapes common in Norwegian higher education.

Patricia Cacho: *“Beyond Silences: Young People as Minorities and Migrant Workers in the Scottish Highlands”* The discussion of racism and xenophobia takes place under silences, verging on absence, in current rural migration forums: Silences reflected in the scarcity of effective anti-racist policies in contemporary rural communities. Through research for my doctoral thesis, the presence of racism, xenophobia and a wide range of exclusionary practices faced by minority young people emerges as the norm in the Scottish Highlands. This paper highlights how micro-geographies, exacerbate these young people’s experiences of isolation though a lack of literacy on race and/or ethnicity in the local rural communities. This paper encourages action through education and active anti-racist policies.

Room 2

María Asunción Barreras: *“Finger Rhymes, Nursery Rhymes and Teaching English to Young Children in the Bilingual Classroom”*

In this proposal finger and nursery rhymes are characterized. Both provide constant repetition, and revision, introducing cultural and historical aspects. Besides the young learners’ features will be explained so one can understand the role of finger and nursery rhymes in the children’s process of learning English. Later ideas for the criteria of the selection of appropriate rhymes will be provided, and a discussion of the activities used in the formal context of the bilingual classroom will be offered. In the end, presenters will get acquainted with fascinating activities, based on rhymes, to teach the English language and culture.

Altamira Alicia López, Pablo Celada, Andrés González: *“Los Debates Formales como Instrumentos de Enseñanza de Lenguas Extranjeras y de Acercamiento a Otras Culturas y Modos de Pensar”*

Dentro del desarrollo de las destrezas en el aprendizaje de lenguas extranjeras, la comunicación oral requiere la integración del lenguaje significativo en contextos variados y reales. Las actividades encaminadas a la preparación de debates proporcionan a los alumnos las herramientas necesarias para la integración de objetivos relacionados con contenido, vocabulario y estrategias argumentativas. Al mismo tiempo, ser capaces de defender tanto una posición como su contraria contribuye al desarrollo del análisis y actitud crítica de los estudiantes, ayudándoles a la comprensión de posicionamientos diferentes y a alcanzar estados de empatía con realidades distintas y lejanas a las suyas.

Room 3

Mariajosé Gómez: *“Children’s Literature and Young Adult Novels: Reflections on the Complexity of Representation of the Immigration Experience”*

As immigration rates increase in the US, the discussion has become extremely polarized; therefore, it is important to adopt a modern pedagogical framework that values intercultural competence. The way schools address topics related to the immigration experience plays a crucial role in student development because it determines students’ success, motivation, and identity. In this paper, I focus on the domain of children’s literature, which offers reflection and analysis of real-life experiences in a social and cultural context, by bringing to light culturally specific and interconnected themes common to the immigration experience.

Josephine Prado: *“From Switching Codes to Crossing Lenguaje: Reframing Language to Empower Adolescent English Learners’ Identity Construction”*

This study explores the daily lives of three adolescent long-term Latina English learners attending a public high school in the southeastern United States. From a year-long qualitative case study, the researcher describes each learner’s unique negotiation of languages and cultures as they construct individual identities. Initial analysis uses code switching to describe participants’ use of Spanish and English. Through informed teacher reflection, the researcher reframes earlier analysis to privilege translanguaging over code switching. Unlike code switching, translanguaging classrooms offer fresh approaches to language use that promote agency for English learners and raise awareness of multilingualism among secondary teachers.

Thursday, July 5

9:30-10:25

Room 1

Gabrielle Jones: *“Reframing Literacy from a Deaf Chinese Lens: Practice and Implications”*

The proposal will address the cross-cultural and sociocultural analysis of Deaf reading practices in China, how Chinese reading instruction takes on a hearing centric approach, which may not benefit all deaf children and the visual strategies used by Deaf teachers to address pedagogical and language concerns. Using grounded theory principles, themes are extracted from qualitative data (classroom observations and deaf teacher interviews) to unravel the sociocultural context that exists in reading instruction. Implications and recommendations are discussed.

Room 2

Danielle Freitas: *“Plurilingualism in TESL Programs? Are We There Yet?”*

With the emergence of a plurilingual paradigm shift in language teaching, questions concerning the extent to which language teacher education programs are effectively preparing language teachers to teach in our messy, heteroglossic, and multilingual world (Pavlenko, 2005) have assumed relevance in the training and education of teachers. Despite the considerable number of TESL/TESOL courses qualifying teachers around the world, little is known about how these programs have adapted their pedagogy to meet the current reality of a plurilingual paradigm shift in language teaching. This research investigated the curriculum and pedagogy of a TESL Canada Certificate course in Canada.

Lisa Winstead: *“A Multiple Case Study on How Bilingual-Bicultural Teachers’ Language Shame and Loss Affects Teaching English Learners”*

This case study of eight Spanish-English speaking teachers explores these bilingual-bicultural Latino teachers’ lived experiences as ELLs and, more recently, as adult teachers working in mainstream schools with multilingual children. Data reveals that these bilingual-bicultural teachers were shamed about their language use as children and reported primary language loss. Bilingual-bicultural teachers similarly report language shaming and invalidation as teachers of children of Latino heritage. Thus, present-day language shaming continues to plague bilingual-bicultural teachers who are prevented from supporting English learners in the classroom despite their bilingual expertise.

Room 3

Jose Antonio Lecea: *“Attitude Scale Results of Student Confidence Overtime: Participation in an Integrated Mathematics/Computer Programming Curriculum”*

Transformation of attitudes are associated with the learning of new concepts or practices. Accordingly, we view identity development as "the dense interconnections between the intimate and public venues of social practice" (Holland et al., 2003, p. 270). Understanding the link between mathematics and computer programming as a social practice into which students 'grow' as they participate with others, we present results of computer programming and mathematics attitude scales of seven Latinx middle school students after participating in the AOLME program. Contrastive analysis of the scale domains (i.e., confidence, usefulness, enjoyment, and motivation) yields meaningful shift of student confidence overtime.

Zehlia Babaci-Wilhite: *“Collaboration in Language, Culture & Human Rights in STEAM Education”*

This presentation is based on a workshop with contributions from students, pre-service teachers, educators and artists from different countries who highlight how we can demonstrate teamwork and collaboration for innovation and creativity in the field of Science, Technology, Engineering, Arts and Mathematics (STEAM) in classrooms and beyond. Drawing language and cultural perspectives into educational models can make STEAM learning more accessible and thereby promote creativity and innovation in teaching and learning at all educational levels. This paper will reflect on the core of human rights education using local languages and local knowledge through art as a tool bringing to light questions on diversity as well as non-dominant and dominant power relations based on an innovative pedagogy on how to approach novel methodologies in the production of curriculum for Linguistic and Cultural Rights.

Room 1**Esther Bettney:** *“Mono/Multi/Pluricultural? Student Identity Negotiation in a Bilingual School in Honduras”*

This qualitative study explores how students in a bilingual school in Honduras negotiate their identity. Applying Hamel's (2008) mono/multi/pluricultural framework, key themes emerged, including a spectrum of national identities from the stereotypical Honduran identity to Hondurans who have “lost” their identity. Students also described the influence of their bilingual school on aspects of their identity. This work addresses a key research gap, as research about bilingual programs in Latin America often focuses on pedagogical and administrative concerns while ignoring important discussions surrounding the impact of these programs on identity (de Mejía & Montes Rodriguez, 2008).

Elisabeth Chan, Mathew Espinosa: *“Countering Culture Loss in Education”*

How do U.S. public education systems contribute to heritage language and culture loss for immigrants and their children? What are the effects of these losses on identity, language, socio-emotional, and academic development? The presenters will discuss the effects of these losses through education in U.S. K-12 and community college institutions and offer ways to counter culture loss through policy shifts, culturally and linguistically responsive pedagogy, and bilingual immersion programs. The presentation will be framed by the speakers' multicultural positionalities and extensive professional TESOL experience.

Room 2**Jorge Alberto Ramírez, Jacob Ruth:** *“The Use of Language Pedagogy to Impact Self and Others”*

Participants will gain knowledge on the theory and practices related to language pedagogy and its effects on self-identity and relationships towards others. Participants will develop an educational framework to gain insight on how language impacts “how we learn” and “how we socialize”, while challenging current traditional paradigms of institutional practices. Participants will also develop new paradigms to support thinking and learning and how the use of language impacts authenticity, intellect, and integrity.

Debra McDermott de Ramos: *“L2 Learner Motivation: Identity Perspectives”*

Globalisation and the increasing diversity of language learning settings has led to a need for new ways to understand and conceptualise learner motivation. This presentation draws on Dornyei's L2 Motivation Self System and on research undertaken in the Arabian Gulf in order to explore students' motivated learning behaviour from the perspectives of their current and possible future identities. Practical teaching strategies for enhancing learner engagement and motivation are proposed and an agenda for further investigation and research is also suggested.

Room 3**Iris Orosia Campos Bandrés:** *“20 Años de Aragonés en la Educación Primaria. Situación y Perspectivas de Futuro”*

El aragonés se enseña en escuelas desde 1997/1998. Interesados por realizar la primera aportación sobre su situación en las aulas, desarrollamos una investigación multimetodológica de las actitudes lingüísticas de la comunidad educativa y la competencia comunicativa del alumnado que lo cursa. Los resultados muestran la escasa competencia del alumnado, poniendo de manifiesto la insuficiencia del modelo implementado. Respecto a las actitudes, encontramos una mayoría que denominamos “interés condicionado”, caracterizada por la muestra de opiniones favorables hacia la lengua sin que se materialicen en acciones concretas para su salvaguarda, resultando determinante la presencia de una ideología sobre el aprendizaje lingüístico instrumental.

Francisco Javier Olmedo, María José Latorre, Francisco Mateos: *“Influencia del Lenguaje en el Rendimiento Académico en Contextos Multiculturales”*

Este proyecto se centra en un estudio realizado en un contexto multicultural, en este caso, la Ciudad Autónoma de Ceuta, caracterizado por el contacto de una lengua, la oficial (castellano) y un dialecto (darija). Una situación que engloba a cuatro culturas, siendo mayoritarias las que representan a cristianos y musulmanes. De ahí que, en el caso del desarrollo lingüístico, se presentan datos que confirman la influencia del darija (musulmanes) en los logros académicos de estos alumnos y la importancia de los modelos familiares adheridos a cada cultura partiendo del valor de la Educación Infantil asociados al desarrollo evolutivo.

Room 1**Sheryl Santos-Hatchett:** *“Secondary Dual Language Immersion Programs in Texas”*

The recent success of Spanish/English Dual Language Immersion (DLI) programs at the elementary grades has created a budding demand for their continuity into middle and high school. This study examines implementation issues unique to secondary programs. While there are bureaucratic, financial, and pedagogical concerns, the study also reveals the potential of DLI to revitalize the study of Spanish at the collegiate level, foster more positive intercultural relations, and better prepare students for careers in a global society.

Cynthia Carter Chasteen: *“Culture Shift: A Missouri Town’s Transformation to Bilingual and Bicultural”*

The city of Carthage, Missouri, began a dual language program, Unidos Dual Language Academy, in the 2015-16 school year. Fairview Elementary School is the home of the academy, and Kindergarten and 1st grade were started in the inaugural year. The town has a large Spanish speaking population, but the program was heavily supported by local native English speaking parents who recognized the benefits of biliteracy for their children’s success in a global society. Now in its third year and offering K-3, the program’s impact has greatly affected the identities and ideals of the community. This presentation discusses the transformative journey of one school.

Room 2**Ana Sánchez-Muñoz:** *“Resisting Linguistic Terrorism: Spanish Language Use in the Trump Era”*

Even though Spanish is the most frequently spoken language after English in the U.S., it continues to be publicly repressed and stigmatized. After the 2016 elections the anti-immigrant climate and the Anglo-centric rhetoric has increased. This research examines Spanish language use in public spaces in the Trump era. The research question posed is whether there has been a shift in the quantity and/or type of Spanish used by Latinos. Data was collected in Arizona and California to shed light on how diverse migrant communities are negotiating language use as a coping mechanism to deal with immigrant stress.

Jenna LaChenaye: *“Education and the Politics of Place: Language Policy and Culture Loss in Cajun French Louisiana”*

French language and cultural prohibition policies in Louisiana are a small part of a past and present US that emphasizes the concept of “a melting pot that would eliminate cultural diversity” in response to the “opposition to increased numbers of ‘undesirable’ immigrants” such as non-English speakers and ethnic minorities (Sexton 2000, p. 36). To illustrate this tension between colonizing/assimilating policies and individual/cultural perception in this context, native Cajun/Creole/Houma French speakers were interviewed to explore their experiences in English-only classrooms in the early 20th century and the effects of such policies on language and cultural loss, suppression, and delegitimization.

Room 3**Ashma Shamail:** *“Re-Locating Home and Forging Cultural Connections in Brown Girl, Brownstones”*

This paper pays attention to the work of Paule Marshall, a black American of Caribbean ancestry whose narratives document issues of migration, displacement, home, and ‘return.’ Marshall’s first novel, “Brown Girl, Brownstones” (1959), focuses on Selina, a second-generation immigrant, whose search for her roots is informed by an inherent link to the Caribbean in specific ways. Selina embarks on a quest to reconnect with the lost ancestral past, reclaim and forge cultural ties with her enslaved foremothers, and re-locate to her Caribbean home island, thereby reflecting issues of diasporic identity and cultural belonging connected to ‘home’ spaces, ancestral lands, regions, and origins.

Phillip Miller Clark: *“Using Bourdieu’s Thinking Tools as a Framework in a Narrative Analysis with Kikokushijo”*

Sociologist Pierre Bourdieu’s (1977, 1988, 1996) “thinking tools” of field, habitus, and capital can be applied beyond the French sociology of his time (Bourdieu, 1998; Robbins, 2004). In this presentation we discuss the application of these tools in a longitudinal narrative analysis (Clandinin & Connelly, 1990; Ollerenshaw & Creswell, 2002; Polkinghorne, 1995) of the life experiences of three Japanese returnee students (kikokushijo) in their re-acclimation to their home country, and their experiences studying at a so-called “foreign language university” within Japan. We further discuss how these tools may be applied in the study of returnees in other countries and contexts.

1:05-2:00

Room 1

Navin Kumar Singh: *“Embracing Multidimensional Scholarship and Plurilingualism for Social Justice and Equity to Millennials”*

Within the past few decades, significant economic, socio-cultural and political changes have occurred across the globe. Consequently, cross-cultural contact is at an all-time high in human history. As a result of these changes, multilingualism/plurilingualism has become a norm rather than an exception around the world. This session presents the benefits of multilingualism/plurilingualism from a wide variety of texts and contexts and calls for embracing multidimensional scholarship to cultivate humankind with the resources necessary to cope with the complexity of a globalized world. Hopefully, participants will leave the session with insights about multidimensional scholarship and social justice for millennials.

Room 2

Pallavi Pallavi: *“Ideologies in Practice: Understanding the Case of Multilingual Migrants in Classrooms of Delhi”*

The city of Delhi, which receives the highest number of migrants among states of India, offers a unique opportunity to study issues related to language, education and diversities. This paper looks at migration, its impact on Delhi’s linguistic profile and its role within educational scenarios. Data collected from government schools of Delhi shows that teaching and learning in Indian classrooms is guided by monolingual ideologies that translate into separatist pedagogies and affect negatively the natural translanguaging practices of multilingual migrants. This paper argues that the education system forces student and teachers to “play monolingual” within classrooms, thus promoting linguistic homogenization.

Cao Thi Quỳnh Loan: *“The Effects of Students’ L1 on Learning English Linguistics at USSH-HCMC, Vietnam”*

The use of students’ L1 in an EFL context has always been controversial. This paper reports on how the moderate use of students’ L1 in the classroom can actually enhance their understanding of the subject matter. It describes the learning process of a class of 45 students majoring in Russian with a minor in English, taking an Introduction to Linguistics course at the University of Social Sciences and Humanities-HCMC in Vietnam for fifteen weeks (60 periods). The translanguaging practices proved to be effective in assisting students’ acquisition of the subject material.

Room 3

Bill Jiang, Olga Weston: *“Generation 1.5 Students in Community College: Solving the Enigma”*

Teachers are challenged to address the needs of Generation 1.5 students while teaching ESL/ELL students in the same classroom. Familiar with U.S. culture and schooling, Generation 1.5 students have different learning needs from traditional ESL/ELL learners (Weston & Jiang, 2017.) After first presenting on this issue in 2000, the researchers have discovered problems unique to this population. However, there still remains a lack of consensus in the field on successful practice. The researchers will discuss the needs of Generation 1.5 students, share results of a program they developed, and provide suggestions for high-impact strategies for working with this growing population.

Nan Frydland: *“Overcoming Cultural Dissonance Using Culturally Responsive Teaching”*

Teaching adult learners with low literacy skills requires cultural competence on the part of instructors. Using students’ “funds of knowledge” engages students and reduces dropout rates, develops a learning community, and results in the acquisition of a new language. The presenter shares her research and practice at the International Rescue Committee to show the successful results of this type of intervention.

4:30-5:25

Room 1

Fatima van Hattum: *“A Gendered Reading of Muslim Vocabulary”*

This presentation maps the discursive terrain surrounding Muslim women through the examination of language and imagery. Vocabulary and images serve as a means through which Muslim women in the West create spaces, meaning,

and language for themselves. Simultaneously, language and imagery are also used to project sociocultural and political debates, and gender norms upon Muslim women's bodies. Three gendered vocabulary words, "hijabi," "hojabi," and "burkini" are analyzed along with related images, in order to demonstrate various sociopolitical dynamics, social relations and gender norms. To identify the ways in which this vocabulary is used, media, social media, and blogs are investigated.

Adrián Martínez Corral: *"Language Ideology in Şalom: Perceptions of Judezmo in a Sephardic Newspaper"*

By the 19th century, Judezmo -the language that Sephardic Jews brought from the Iberian Peninsula centuries ago- had fallen into discredit among many of its very speakers, who tended to consider it as a bastardized jargon. It is my intention to analyze whether these attitudes towards the communitarian language were still prevalent during the central decades of the 20th century, probably the last ones in which Judezmo was still used as a functional language with communicative purposes. I intend to analyze the attitudes towards the communitarian language through the articles published in Şalom, the main Judeo-Spanish newspaper of the time.

Room 2

Claudia Ioana Macrea: *"Niña de Tercera Cultura vs Primera Generación"*

Esta presentación describirá la experiencia personal como niña de tercera cultura, o Third Culture Kid (TCK), de una inmigrante rumana en España, así como el impacto de esta situación en las relaciones familiares con los miembros de la primera generación de inmigrantes. El propósito de la presentación es reflexionar sobre las reacciones de dos generaciones de la misma familia ante situaciones planteadas por la vida en un nuevo país y las decisiones tomadas a lo largo del tiempo como resultado.

Room 3

Yasir Hussain, Jose Antonio Lecea: *"A Perspective of Social Equity through Cultural Diversity: Rethinking Maslow's Humanistic Education Paradigm"*

The authors of this panel, culturalists in the United States with rich experience in sociocultural and language studies, believe in the necessity to resist the precarious presuppositions for standardization in education in order to establish equity and peace in the classroom. We particularly suggest the need for incorporating a more humanistic paradigm of education (Cohen, 2003; Maslow, 1968; Rogers et al, 1967), adopted from our individual lived experiences in Belgium, Pakistan, Russia, and Spain. We infer that peace and justice in the classroom can be accomplished through reinforcing humanistic values of students by acknowledging and supporting their cultural and heritage backgrounds.

Elpida Petraki: *"Symbolic Value and Foreign Language Learner Investment in Greece"*

This empirical study investigates how language attitudes and ideologies shape the social and cultural meanings (symbolic value) of "foreign languages", and how this perceived value influences learner identities and motivation in Greece. Based on the theoretical construct of investment (Darvin & Norton, 2015), the personal narratives of 30 Greek Foreign Language Learners are examined through thematic analysis. This research argues that, although multilingualism gains more acceptance within monolingual national contexts in the era of globalization, a deeper understanding of hegemonic discourses in modern foreign language education is required, as they preserve long existing linguistic hierarchies and guide learner investment.

Friday, July 6

9:30-10:25

Plenary Session

Jesús Sanz, Convivencia Cívica Catalana: *“The Importance of the Mother Tongue in Education: The Case of Catalonia”*

As a statistical analysis specialist, Mr. Sanz has conducted several studies in multilingual educational environments. He has examined the results of both Spanish national (EGD) and international (PISA) educational evaluations among both Spanish-born and immigrant students. More specifically, he has analyzed the results of immersion programs in Catalonia.

10:35-11:30

Room 1

Sarah Kegley: *“Writing Our Identities: Fostering Intercultural Understanding and Identity in Undergraduate First-Year Writing Courses”*

In the diverse undergraduate writing classroom, writing activities create opportunities for analysis and self-reflection. The presenter shares narrative writing methods used in first-year composition courses designed for majority non-native English speakers (NNES) and bilingual resident students. These classes, sometimes as diverse as 18 cultures among 22 students, create an opportunity for intercultural exploration and inclusion well beyond the writing tasks themselves. Throughout the semester, students share pieces of their lives presented through carefully selected writing prompts. The presenter will give an overview of the course, show samples of student work and reactions, and offer activities for group participation and discussion.

Kathy Bussert-Webb, Hannah Masso: *“Latinx Children’s Spanish and Translanguaging Perceptions and Strategies for Writing”*

This qualitative study focuses on 19 Latinx children’s Spanish and translanguaging perceptions and strategies regarding writing. Sources included artifacts, surveys, reflections, and interviews in a Texas colonia. Using grounded theory for data analysis and the language ideology framework, we found children resisted Spanish and translanguaged writing, but used English as an aid for less-developed Spanish writing. They used few Spanish aids in English writing. Implications relate to supporting children’s full linguistic repertoires.

Room 2

Alan Crawford: *“The Natural Approach to L2 Instruction: Teaching L2 Without a Textbook and with Minimal Grammar”*

This session will include a demonstration lesson of Spanish as L2 using the natural approach; a more advanced natural approach lesson plan for teaching English to Russian speakers will also be shared. In place of a textbook, conversation posters and environmental objects are used, and grammar is not used, although correct usage of L2 is learnt, as seen in the demonstration lesson. Negative implications of the extensive use of translanguaging in this approach will be addressed.

Taryn U’Halie: *“Using Collaborative Learning Strategies to Design Challenging Academic Science Curriculum for ELL Elementary Students”*

Applying collaborative learning strategies is an effective way of generating challenging academic science curriculum for elementary ELLs who are delayed in L1 or L2 literacy fundamentals. This case study observes ELLs from a Title I elementary school district in the Southeastern part of the United States. The current administration is requiring better teaching practices on collaborative learning, but they lack adequate science curriculum to advance ELL academia. The strategies observed use the district curriculum as a guide to develop and implement collaborative learning that is grade-level appropriate to improve ELL instruction, to maximize learning time, and to instill best teaching practices using a differentiated science curriculum.

Room 3

Gabriel Rei Doval: *“La Enseñanza de la Lingüística Hispánica en Estados Unidos: Retos y Oportunidades”*

El objetivo de esta comunicación es explorar los retos y oportunidades en la enseñanza de la lingüística hispánica en universidades norteamericanas. Dichos cursos llevan a los estudiantes a considerar que con ellos continúa su aprendizaje instrumental del español, en lugar de consolidarse el desarrollo de su capacidad analítica sobre dicha lengua. Los limitados conocimientos en lingüística de los estudiantes que acaban la enseñanza secundaria en EEUU suponen una dificultad adicional. Se tratarán de analizar los retos presentados por esta situación académica, así como las alternativas en el aprendizaje, tanto entre anglohablantes iniciales norteamericanos como entre “hablantes de herencia” del español.

Mara Queiroz Vaughn: *“El Aporte del Estudio del Español a la Movilidad Económica y Social”*

La población hispana de Texas continúa expandiéndose rápidamente. En consecuencia, la necesidad de profesionales bilingües competentes en español e inglés en el mercado laboral se ha intensificado en los últimos años. Para responder a esa necesidad, el Departamento de Idiomas de la University of North Texas at Dallas creó un programa especializado en integrar el español académico en las profesiones de alta demanda. El propósito de este artículo es describir el desarrollo, implementación y primeros frutos del currículo de licenciatura diseñado para servir a la comunidad de Dallas-Fort Worth.

Vivian Mazariegos, Mónica Miranda: *“Acercamiento al Inglés Como Lengua Extranjera con Profesores de Inglés de Nivel Medio y Superior del Estado de Chiapas”*

El proyecto hace mención sobre los trabajos que la Universidad Autónoma de Chiapas, en atención a su responsabilidad social con la comunidad, en este caso de docentes de inglés del estado, hace para promover el mejoramiento del manejo de la lengua inglesa por parte de los profesores de escuelas públicas, quienes no cuentan con perfil de docente de lenguas para impartir sus clases. El proyecto impacta en 16 docentes que llevarán las mejoras educativas a más de 1,500 alumnos de nivel medio y superior. Las fases del proyecto son presentadas, así como los resultados obtenidos.

11:40-12:35

Room 1

Francisco José Francisco: *“What’s Up with your WhatsApp? A Reflection on the Dangers and Possibilities of Instant Message Technology to Teach English as a Second Language”*

Instant messaging has become a daily routine in our lives. Taking this fact into account, we shall consider how and when WhatsApp can be an effective tool in order to teach English as a foreign language for college students. We shall consider its benefits as well as its dangers, thinking about the ontological presence of mobile phones in our daily activities and why we have to be careful to prevent infoxication in our language courses these hectic days where information is everywhere.

Trinidad Jerez Montoya: *“In-Service Teacher Perception of IWB Usage and Training in Technology-Enhanced CLIL Classrooms”*

The focus is analyzing primary and secondary teachers’ opinions about the current level of IWB usage in bilingual schools, and contrasting the results obtained with the level of knowledge and skill in the application of CLIL by teachers who are currently undertaking in-service training in the field of plurilingualism. Results reveal that teachers from bilingual schools most frequently use low-interaction IWB functions, which is in accordance with the display of early levels of knowledge and skill in the application of CLIL learning strategies.

Room 2

Comfort Pratt: *“El Español del Noroeste de Luisiana: Un Ejemplo Prototípico de un Dialecto Amenazado”*

La población hispanohablante denominada “adaeseños” fue formada a raíz de la fundación de la misión española de San Miguel de Cuéllar de los Adaes cerca de Natchitoches, Luisiana, en 1717 y poblada por tropas mexicoespañolas. A pesar de la pervivencia de su idioma y su cultura hasta los años 2000, su variedad del español ahora ha desaparecido debido a la escasez de hablantes y un desuso provocado por la política que duró más de cuarenta años. Esta

investigadora explicará algunos rasgos lingüísticos de su dialecto, el adaseño, así como sus esfuerzos frente a la difícilísima labor de su mantenimiento.

María del Carmen Ramírez: *“Uso de Lenguas Indígenas e Inglés en las Tiendas del Paisaje Lingüístico de Oaxaca”*
Oaxaca, Mexico, the state in which sixteen different linguistic groups are found. This status could be currently used to promote the idea of being a niche in which native traditions and culture are preserved and maintained. Therefore, many businesses using names in native languages have appeared in the linguistic landscape of the city of Oaxaca. Yet, we can also perceive the use of English in the commercial linguistic landscape confronting different ideologies, an old one that embraces the idea of modernity and sophistication, and a new one that tries to preserve tradition.

Room 3

Marion Joan Milton: *“How Can a Regular Class Teacher Recognise and Develop an English Learner’s Literacy?”*
This paper discusses issues for teachers of regular classes that include English learners. Research-based strategies are considered for teaching students who speak English as an additional language (EAL). The implications for teachers in regular classes include recognising the academic language demands of the subject and the texts, including abstract concepts, technical terms, genres and grammar. Further, understanding the literacy and language skills the students bring to the classroom are discussed along with strategies that can be employed to assist student learning.

Dianne Excell: *“Using Identity Texts to Boost the Confidence and Attainment of EAL Learners”*
According to NALDIC, the (British) national subject association for (EAL), five principles underpin good practice for pupils learning EAL: Activating prior knowledge; providing a rich contextual background to make the input comprehensible; actively encouraging comprehensible output; drawing the learner’s attention to the relationship between form and function, making key grammatical elements explicit, and developing learner independence. This presentation demonstrates tried and tested approaches to creative writing using these principles to encourage EAL pupils, at different stages of English proficiency, to use their identities and prior knowledge to gain confidence, raise self-esteem, accelerate English acquisition and ultimately improve their attainment.

Presenters' Bios

Adrián Martínez Corral completed his BA in Spanish Philology at Universidad Complutense de Madrid and his MA in Spanish Linguistics at Purdue University. He is currently working on his doctoral dissertation at the Universidad de Granada and researching *Şalom*, a Shepardic newspaper composed mostly in Judezmo and published in Istanbul between 1947-1983.

Aitor Ibarrola-Armendáriz teaches courses in migrant fiction, ethnic relations and writing in the Modern Languages and Basque Studies Department of the University of Deusto. He has published articles and edited volumes (“Fiction and Ethnicity” or “Migrations in a Global Context”) on minority and immigrant narratives and processes of cultural hybridisation.

Alan Crawford, Emeritus Professor of education at CSULA, was a Fulbright senior scholar in Ecuador and Morocco. He was co-author of the Houghton Mifflin Reading program in Spanish. He was a Senior Literacy Specialist at UNESCO Paris in 1989-90. He consults with bilingual projects in Kazakhstan, Ghana, and Guatemala.

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