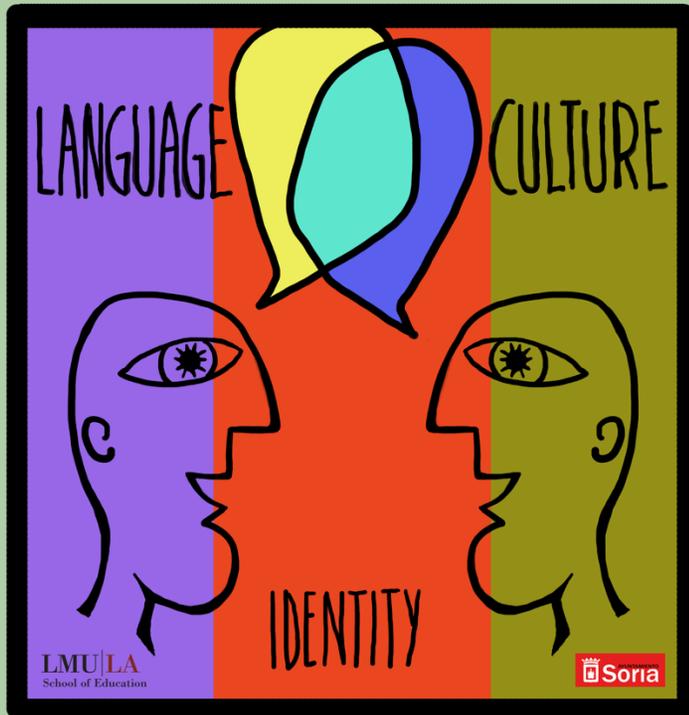


V International Colloquium on Languages, Cultures, Identity, in Schools and Society - Soria, Spain

July 3 - 5, 2019 - Official Program

5th International Colloquium on  
Languages, Cultures, Identity in Schools & Society  
Soria (Spain), July 3-5, 2019



Please visit: [www.languagecultureidentity.com](http://www.languagecultureidentity.com)

[Internationalcolloquium@lmu.edu](mailto:Internationalcolloquium@lmu.edu)

5º Coloquio Internacional sobre Lenguas,  
Culturas e Identidad en la Escuela y la Sociedad  
Soria (España), 3-5 de julio, 2019



Visita [www.languagecultureidentity.com](http://www.languagecultureidentity.com)

[Internationalcolloquium@lmu.edu](mailto:Internationalcolloquium@lmu.edu)

**Wednesday, July 3**

<b>Wednesday, July 3</b>			
<b>8:45-9:00</b>	<b>Materials Pickup</b>		
<b>9:05-9:25</b>	<b>Francisco Ramos, Isabel Sanz: Welcome</b>		
<b>9:30-10:20</b>	<b><u>Plenary Session</u></b> <b>Yvette LaPayese: Dual Language Immersion Education with and for Bi/Plurilingual Youth</b>		
	<b>Room 1</b>	<b>Room 2</b>	<b>Room 3</b>
<b>10:30-11:25</b>	<p style="text-align: center;"><b><u>Lenguajes Minoritarios</u></b></p> <p><b>Alexandra Monné:</b> <i>Lengua, Cultura e Identidad en el Principado de Andorra</i></p> <p><b>Iris Orosia Campos:</b> <i>Claves para la Enseñanza de la Lengua Minorizada desde las Actitudes del Alumnado de Primaria</i></p>	<p style="text-align: center;"><b><u>Motivation</u></b></p> <p><b>Sheryl Santos-Hatchett, Mara Queiroz:</b> <i>Motivation of Ethnically Diverse College Students to Pursue a Spanish Minor</i></p> <p><b>Rana Khan:</b> <i>Unlocking the Intrinsic Motivation to Learn: The Ultimate Pedagogical Challenge</i></p>	<p style="text-align: center;"><b><u>Indigenous Communities</u></b></p> <p><b>Grace Kyoon-Achan, Eleanor Erickson:</b> <i>“The World Opened Up”: Strengthening Indigenous Children with Disabilities’ Identity, Connection and Place Within Community</i></p> <p><b>Thomas Terrence, Grace Kyoon-Achan:</b> <i>The Role of Traditional Spirituality and Medicines in Indigenous Wellbeing</i></p>
<b>11:30-12:00</b>	<b>Break – Snacks will be served</b>		
<b>12:05-1:00</b>	<p style="text-align: center;"><b><u>Conflicts at School and Work</u></b></p> <p><b>Roxana Taquechel-Chaigneau:</b> <i>A Case Study of How Multilingual Communication Comes to Play at Work</i></p> <p><b>Miriam Jiménez, Juan Matarranz:</b> <i>Ethnic and Cultural Identity Relations: Classroom Management in a Bilingual Context</i></p>	<p style="text-align: center;"><b><u>Growing Up in Immigrant Families</u></b></p> <p><b>Elizabeth López, Mark Covarrubias:</b> <i>Growing Up American in a Mexican Family</i></p> <p><b>Claudia Ioana Macrea:</b> <i>Growing Up Spanish in a Romanian Family</i></p>	<p style="text-align: center;"><b><u>Program Outcomes</u></b></p> <p><b>Catherine Michener, JoAnne Negrin:</b> <i>Research as Advocacy: Leveraging District Data to Promote Bilingualism and Protect Students’ Rights</i></p> <p><b>Catherine Wallace, Alexandra Sabater:</b> <i>PBL and Second Language Learners</i></p>

1:05-2:00	<p align="center"><b><u>CLIL y Fanfics</u></b></p> <p><b>Pablo Celada, Andrés González, Altamira López:</b> <i>Aprendiendo y Compartiendo Lenguas y Cultura con "Fanfics"</i></p> <p><b>Asunción Barreras:</b> <i>Contextualising a Science Class in a Bilingual Setting</i></p>	<p align="center"><b><u>Acculturation and Identity</u></b></p> <p><b>Adelina Ianos, Clara Sansó:</b> <i>The Acculturation Process and Its Relationship with Identification of Descendants of Migrants in the Catalan Educational System</i></p> <p><b>Sergio Adrada-Rafael, Laura Gasca:</b> <i>Transculturalism and the Reshaping of Migrants' Identity: A Study with Latino Students in the US</i></p>	<p align="center"><b><u>Literacy Development</u></b></p> <p><b>Mariam Rayan:</b> <i>Offering Quality Teaching: Lessons Learnt from Teaching African Refugees</i></p> <p><b>Kate Kedley, Héctor Flores:</b> <i>Writing the Wor(l)d: Reclaiming Public Spaces, from Violence to Poetry, from New Jersey to Honduras</i></p>
2:00-4:40	<p><b><u>Lunch</u></b></p>		
4:45-5:40	<p align="center"><b><u>Multilingual Families</u></b></p> <p><b>Aixa Pérez-Prado:</b> <i>Love and Language: Emotion, Identity and Communication in Multilingual Relationships.</i></p> <p><b>George Bellas, Karen Bellas:</b> <i>The Raising of Global Citizens: Three Continents and Two Languages Later</i></p>	<p align="center"><b><u>Languages and Education</u></b></p> <p><b>Bibinaz Pirayesh:</b> <i>Questioning the Language of Science as "The Gold Standard" in Education</i></p> <p><b>Peter Excell:</b> <i>Technical Writing and the Global Repository of Technical Knowledge: English as a Lingua Franca or a Hegemony?</i></p>	<p align="center"><b><u>Code-Switching and Translanguaging</u></b></p> <p><b>Laura Karabassova:</b> <i>The Use of Code-Switching within the Kazakh Trilingual Education Context</i></p> <p><b>Lisa Low:</b> <i>Monolingual Teacher vs. Multilingual Students: Opportunities and Challenges in a Translanguaging Classroom</i></p>
5:45	<p><b><u>Social Activity</u></b></p> <p><b><i>Optional Walking Tour (Bring comfortable shoes): San Pedro Co-Cathedral, San Juan de Duero Arches, San Saturio Hermitage</i></b></p> <p><b><i>Social Gathering to Follow: Bar Soto Playa (<a href="http://www.sotoplaya.com">http://www.sotoplaya.com</a>)</i></b></p>		

**Thursday, July 4**

<b>Thursday, July 4</b>			
<b>Time</b>	<b>Room 1</b>	<b>Room 2</b>	<b>Room 3</b>
<b>9:30-10:25</b>	<p><b><u>Identity Construction</u></b></p> <p><b>Dianne Excell:</b> <i>Addressing Linguistic and Cultural Prejudices and Stereotyping through Identity Texts</i></p> <p><b>Cecilio Lapresta, Isabel Sáenz, Judit Janés:</b> <i>Spanish or Catalan? Self-Identifications and Linguistic Acculturation Strategies of “Locals” and “Immigrants”</i></p>	<p><b><u>Trauma and Education</u></b></p> <p><b>Rebecca Allen:</b> <i>A Ukrainian Orphan’s Story of Success Against the Odds: Learning English, Going to College, Thriving</i></p> <p><b>Kirsten Anderson:</b> <i>Nurturing Success: Evidence-Based Approaches to Behavior Management</i></p>	<p><b><u>Culturally Relevant Literacy</u></b></p> <p><b>Maria Bhattacharjee:</b> <i>Could Culture Impact Early Literacy?</i></p> <p><b>Jim Rogers:</b> <i>Coherence as Identity in an Advanced Level Writing Class</i></p>
	<b>Room 1</b>	<b>Room 2</b>	<b>Room 3</b>
<b>10:30-11:25</b>	<p><b><u>Native Languages</u></b></p> <p><b>Juan Freire:</b> <i>The Inclusion of Vernacular Spanish in Dual Language Education: A Borderland Perspective</i></p> <p><b>Marcin Sosiński:</b> <i>Teaching Refugee and Immigrant Adults: Focusing on and Developing the Languages They Speak</i></p>	<p><b><u>Culturally Relevant Pedagogy</u></b></p> <p><b>Jason Stegemoller:</b> <i>Promoting and Measuring Culturally/Linguistically Relevant Education at a Hispanic-Serving Institution: Lessons Learned, Challenges, Next Steps</i></p> <p><b>Bárbara Escudero:</b> <i>Education for What? Exploring the Critical Role of Culturally Relevant Pedagogy and Its Impact on Novice Teachers’ Identity and Practice</i></p>	<p><b><u>Teacher Preparation</u></b></p> <p><b>Felice Atesoglu:</b> <i>Reflexivity and Praxis in Teacher Education for Multilingual Learners</i></p> <p><b>Jill Hamilton-Bunch:</b> <i>Delivery Matters: How Specific Pedagogy and Professional Development Provided the Tools to Succeed in Designated English Language Development</i></p>
<b>11:30-12:00</b>	<b><i>Break – Snacks will be served</i></b>		

12:05-1:00	<p align="center"><b><u>Minority Languages and Curricula</u></b></p> <p><b>Lance Levenson:</b> <i>Between International Curricula and Cultural Preservation: Competing Identity Discourses in the Armenian School in Jerusalem</i></p> <p><b>Anju Sahgal Gupta, Monishita Hajra Pande:</b> <i>English Language Teaching in India: The Perspective of the Marginalised</i></p>	<p align="center"><b><u>Languages and Communities</u></b></p> <p><b>Aracelis Nieves:</b> <i>Ni Soy de Aquí, Ni Soy de Allá: Negotiating a Transcultural Identity in the SHL Classroom</i></p> <p><b>María Torres, Cristina Petreñas, Ángel Huguet:</b> <i>Raising the Voices of Aragonese Speakers: The Legitimacy of the Minority Language at School</i></p>	<p align="center"><b><u>Socialización</u></b></p> <p><b>Diana Grullón:</b> <i>La Créolité: Las Variaciones del Lenguaje Créole como Símbolo Cultural Caribeño</i></p> <p><b>Marta Díaz-Ferro:</b> <i>Socialización Bilingüe Infantil en Galicia: Utilización de Apelativos en un Aula de Educación Infantil</i></p>
1:05-2:00	<p align="center"><b><u>Immigration and Identity</u></b></p> <p><b>Ahmad Zirak Ghazani:</b> <i>The Impact of Second Language Acquisition on Identity Perceptions of Iranian Immigrant Students</i></p> <p><b>Cheryl Bowen</b> <i>Here, But Not From Here</i></p>	<p align="center"><b><u>Culturally Relevant Materials</u></b></p> <p><b>Francisco José Francisco, Susana Gómez, Elena Jiménez:</b> <i>Teaching a Second Language Through Japanese Poetry: Reaching a Transcultural Heritage in Education</i></p> <p><b>Eleanor Berke:</b> <i>Page to Stage: Adapting Curricular Texts into Reader's Theatre for the Language Classroom</i></p>	<p align="center"><b><u>Global Citizenship</u></b></p> <p><b>Ayse Onut;</b> <i>Are You Ready to Take Part in the Global World?</i></p> <p><b>Amina Haddadi:</b> <i>Enhancing Students' Sense of Responsibility in Moroccan Classrooms: Group Work Activities in Focus</i></p>
2:00-4:40	<b>Lunch</b>		
4:45-5:40	<p align="center"><b><u>Immigrants and Acculturation</u></b></p> <p><b>Fatma Galatyali:</b> <i>Ingredients for a Multicultural Pie for Everybody to Have their Share</i></p> <p><b>Adeola Fayemi:</b> <i>Positioning Acculturation Strategies for Newly Immigrant Students for Transformational Learning and Academic Success</i></p>	<p align="center"><b><u>Innovations in Teaching</u></b></p> <p><b>Olga Samsonova, Hugo Hormazábal:</b> <i>Montessori Approach as a Way to Overcome ESL Students' Educational Drawbacks</i></p> <p><b>Elena Del Pozo:</b> <i>Media Literacy and Critical Thinking: Helping Bilingual Students to Debunk "Fake News"</i></p>	<p align="center"><b><u>Latinos and Education</u></b></p> <p><b>Judith Kent:</b> <i>Language, Gender, and Ethnic Identity: Implications for the Teaching of Spanish</i></p> <p><b>Julieta Altamirano-Crosby:</b> <i>De Boca en Boca: Communication Strategies among Latino Parents who Feel Invisible</i></p>
5:45	<p align="center"><b><u>Social Activity</u></b></p> <p align="center"><i>Optional Bus Trip to the medieval village of <a href="#">Calatañazor</a> and <a href="#">La Fuentona</a> natural spring</i></p>		

**Friday, July 5**

9:30-10:25	<p><b><u>Plenary Session</u></b>  <b>Grace Kyoon-Achan, Eleanor Erickson, Thomas Terrence:</b> <i>Disambiguation: Being Cree within the Canadian Polity</i></p>		
	<b>Room 1</b>	<b>Room 2</b>	<b>Room 3</b>
10:30-11:25	<p style="text-align: center;"><b><u>Linguicism</u></b></p> <p><b>Liesa Rühlmann:</b>  <i>“When You Have Lost the Language You Have Lost Your Identity As Well”:</i> <i>Linguicism in Germany’s Classrooms</i></p> <p><b>Christine Hahn:</b>  <i>Overcoming Linguistic Imperialism in the Classroom</i></p>	<p style="text-align: center;"><b><u>Religion, Names, and Identity</u></b></p> <p><b>Leo Schmitt:</b>  <i>The Chinese Practice of Adopting English Names in the United States Today</i></p> <p><b>Natasha Pérez:</b>  <i>A Narrative Inquiry into the Role of Language and Catholicism in Continuing Legacies of Cubanidad</i></p>	<p style="text-align: center;"><b><u>Language Policies</u></b></p> <p><b>Eduardo de Gregorio-Godeo:</b>  <i>Immigration and the Changing Face of Hard-Right Political Discourse in Britain Today</i></p> <p><b>Jonevee Amparo:</b>  <i>Contextualization in the Mother Tongue Based-Multilingual Education: Gaps and Practices in Language Policy</i></p>
11:30-12:25	<p style="text-align: center;"><b><u>Art and Life</u></b></p> <p><b>Leslie Maria Turpin:</b>  <i>Uncovering Post-Memory Experience of War through Art “Work”</i></p> <p><b>Nayr Ibrahim:</b>  <i>Visual Multilingualism: Validating Teenagers’ Multilingualism through a Combination of Language Silhouettes and Supporting Narratives</i></p>	<p style="text-align: center;"><b><u>Recent Immigrants</u></b></p> <p><b>Beth Wassell, María Fernández:</b>  <i>Educating Immigrant Students in a Changing Spain: An Ethnography of an Urban Primary School</i></p> <p><b>Christine LaRocque-Swoap, Emily Carter:</b>  <i>Exploring Self in Community: Benefits of Intercultural Learning Between College Students and Latino Immigrant Youth</i></p>	<p style="text-align: center;"><b><u>Teacher Preparation</u></b></p> <p><b>Andrew Murphy, Erin Strack, Juan Carlos Lara, Patricia Cabral:</b>  <i>Teacher Collaboration Within the Dual Language Context</i></p>
12:30-1:00	<p><b><i>Certificates and Evaluation</i></b></p>		

## Session Descriptions

Wednesday, July 3

9:30-10:20

**Plenary Session: Yvette LaPayese:** *Dual Language Immersion Education with and for Bi/Plurilingual Youth*

Research on DLI programs focus on the effectiveness of bilingual education vis-à-vis academic access and achievement. Scholars reiterate the pedagogical advantage of bilingual methodologies and methods for linguistic minoritized youth to succeed in U.S. schools. In contrast, my examination of DLI education in the U.S. will illustrate how the present ideology(ies) embedded in the research and guidelines for DLI education are disconnected from the contemporary realities, epistemologies, and humanness of our bi/plurilingual youth. By returning the locus of language control to bi/plurilingual youth, new iterations of language, identity, and culture emerge to inform a reimagined DLI education.

10:30-11:25

### Room 1

**Alexandra Monné:** *Lengua, Cultura e Identidad en el Principado de Andorra*

La lengua y la cultura, junto con la historia particular y el tradicional aislamiento de Andorra, han llevado a su sociedad a la configuración de una personalidad sociolingüística diferenciada. Cuatro son las lenguas mayoritariamente presentes en el territorio, las cuales se reparten roles relativamente diferentes. El catalán, el castellano, el portugués y el francés son lenguas que tienen estatus y funcionalidades distintas en Andorra, sirviendo como vía de integración o de comunicación entre autóctonos, residentes y turistas. En la comunicación se pretende analizar los usos lingüísticos para cada una de ellas comprendiendo la identidad asociada a cada comunidad cultural.

**Iris Orosia Campos:** *Claves para la Enseñanza de la Lengua Minorizada desde las Actitudes del Alumnado de Primaria*

En el curso 2017/18 se cumplieron dos décadas de enseñanza del aragonés en Educación Primaria. La trayectoria escolar de esta lengua se ha caracterizado por una laxa regulación y un escaso desarrollo. En consecuencia, los resultados de aprendizaje entre el alumnado que no tiene el aragonés como L1 muestran una escasa competencia en términos de expresión. Sin embargo, esta enseñanza podría tener efectos positivos en otros sentidos. Para profundizar en ello desarrollamos una investigación cualitativa bajo el diseño de estudio de caso múltiple con el que analizar las actitudes hacia el aragonés del alumnado oscense de Educación Primaria.

### Room 2

**Sheryl Santos-Hatchett, Mara Queiroz:** *Motivation of Ethnically Diverse College Students to Pursue a Spanish Minor*

This case study seeks to identify the factors motivating ethnically diverse students to enroll and persevere in the Spanish minor at the University of North Texas at Dallas. This college minor, developed and implemented in 2016, has grown to well over 100 students in a very short time necessitating a better understanding of its success. At a time when enrollments in modern languages are declining in the United States, it is important to study and share information with the field about successful programs to inspire innovation and duplication. A 5-point Likert scale online survey questionnaire will be analyzed to create factor analysis clusters.

**Rana Khan:** *Unlocking the Intrinsic Motivation to Learn: The Ultimate Pedagogical Challenge*

As teachers, we struggle with students and fail to maximize the diverse potential present in our classes. We would have to drive them intrinsically so that we can maximize the diverse potential present in our classes. The presentation will look at motivation as an internally driven human behavior approach that can change the future of classroom teaching. Strategies like differentiated instruction, scaffolding, learner autonomy and student-centered learning will be discussed as approaches to encourage students to produce quality and knowledge-driven learning. Attendees will discover how to motivate students intrinsically by following pedagogical approaches that promote true learning.

### **Room 3**

**Grace Kyoon-Achan, Eleanor Erickson:** *“The World Opened Up”: Strengthening Indigenous Children with Disabilities’ Identity, Connection and Place Within Community*

Children with disabilities develop their own codes for both communicating and decoding messaging. Caregivers often focus more attention on managing the disabilities rather than holistically understanding, normalizing and engaging the child. The Nisichawayasihk Cree Nation’s Jordan’s principle program has found that integrating children into the community is critical. This process involves striving to understand their language codes, assisting them in developing better communication, and equipping the larger community to interact effectively and meaningfully with the children. We will share an indigenous approach to supporting children build identity, belonging, and a sense of place with and within our community.

**Thomas Terrence, Grace Kyoon-Achan:** *The Role of Traditional Spirituality and Medicines in Indigenous Wellbeing*

First Nations in Manitoba, Canada, are calling for recognition and incorporation of holistic traditional healing and medicine ways into the mainstream healthcare system. This request requires elaboration of traditional healing ways, especially the role of spirituality and traditional medicines. This presentation will elaborate on the importance of traditional medicines to First Nations people and why the increased call for recognition of those medicines and respect for traditional healing, healers, medicines, therapies and approaches in improving First Nations health. We will provide examples of ways that traditional medicines have been used and how they are being incorporated by First Nations peoples alongside mainstream medical approaches.

**12:05-1:00**

### **Room 1**

**Roxana Taquechel-Chaigneau:** *A Case Study of How Multilingual Communication Comes to Play at Work*

International relocations or personal decisions to look for new work opportunities lead people to deal with issues related to linguistic barriers and different cultural ways to work. Those issues are not easily acknowledged by individuals but surface during meetings and interactions through the way they orient themselves and construct their talk and other actions. Dispreferred issues related to intra- and cross-cultural communication at work leave many sensitive questions that people do not express explicitly but surface in interactions. This paper invites to examine those cases where cross-cultural issues impact the communication flow at work.

**Miriam Jiménez, Juan Tomás Matarranz:** *Ethnic and Cultural Identity Relations: Classroom Management in a Bilingual Context*

Cultural roots are spread all over our systems and daily actions, including the way we interact with each other or interpret communicative situations or the educational system and its methods. The aim of this paper is to contribute to the understanding of how cultural identities and uses can create conflicts among students and between students and teachers in multicultural/multilingual classes. By means of a case study of a postgraduate group we will analyze the difficulties found by instructors regarding methodologies and classroom management together with their possible relations with cultural, ideological, and educational issues.

## Room 2

**Elizabeth López, Mark Covarrubias:** *Growing Up American in a Mexican Family*

Being a first-generation child of immigrant parents in America is a difficult task. We often grow up torn between two worlds, where we often do not seem to fit in very well. We are not Mexican enough to be considered Mexican, and not American enough to be considered American. We often grow up being the advocates for our non-English speaking parents everywhere we go, so they do not get taken advantage of. We have to maneuver an education system that is foreign to our parents and persevere because education is our only way to better ourselves. Proud to be first-generation Mexican-American, we want to share our story with the world.

**Claudia Ioana Macrea:** *Growing Up Spanish in a Romanian Family*

Being a first-generation child of immigrant parents in Spain is a difficult task. We often grow up torn between two worlds, where we often do not seem to fit in very well. We are not Romanian enough to be considered Romanian, and not Spanish enough to be considered Spanish. We often grow up being the advocates for our non-Spanish speaking parents everywhere we go, so they do not get taken advantage of. We have to maneuver an education system that is foreign to our parents and persevere because education is our only way to better ourselves. Proud to be first-generation Romanian-Spanish, I want to share my story with the world.

## Room 3

**Catherine Michener, JoAnne Negrin:** *Research as Advocacy: Leveraging District Data to Promote Bilingualism and Protect Students' Rights*

Emergent bilingual (EB) students are too often viewed through a deficit lens (Bartolomé, 2008; Valencia, 1997) that can shape district program policy. This presentation describes how a university and school district partnered to analyze four years of ELA and Math achievement data in order to inform program development and parent involvement. The findings counter the district's programmatic expectations: Students in the bilingual program showed significantly greater growth on literacy and Math outcomes than ESL and English-only students. This finding was leveraged to maintain the bilingual program and increase family support for dual language instruction.

**Catherine Wallace, Alexandra Sabater:** *PBL and Second Language Learners*

Spanish House Elementary offers a Spanish-immersion, project-based learning program for Kindergarten-fifth grades in east Dallas, a racially- and linguistically-diverse major city in north Texas. Combining best practices in language immersion with project-based learning pedagogy, our school fosters and supports bilingual, biliterate, and bicultural students on academic grade-level in both Spanish and English. Primarily native English-speakers, our students begin the elementary program with a strong language base, as they enter the school from our partner nursery and preschools. PBL ensures teachers cover academic standards, along with a singular character-building curriculum, through authentic academic projects that make second-language learning meaningful and dynamic.

1:05-2:00

## Room 1

**Pablo Celada, Andrés González, Altamira López:** *Aprendiendo y Compartiendo Lenguas y Cultura con "Fanfics"*

El uso de la Literatura como instrumento para la enseñanza de idiomas y de inmersión cultural es común en la actualidad. La animación a la lectura es parte y consecuencia de este uso; por eso, la introducción de las "Fanfics", o historias de ficción escritas por fans, son un recurso innovador y abierto para la enseñanza-aprendizaje de lenguas, ya que aportan beneficios más allá de los textos literarios tradicionales. Además, el entretenimiento de las "Fanfics" proporcionan un contexto ideal para el trabajo de la competencia digital y el aprendizaje colaborativo en el aula.

**Asunción Barreras:** *Contextualising a Science Class in a Bilingual Setting*

This proposal is divided into different sections. First, I give some ideas about the role of languages and bilingualism in society. Then bilingualism is defined and it is also related to raising children. I explain what bilingual education is and I contextualise it in Europe. I also provide some fundamental variables and effective

classroom techniques in bilingual education. In the following section I exemplify a CLIL lesson with a didactic Science and environment unit. I will lastly underline the teacher's role as a facilitator of students' assimilation in the bilingual class and finalize by drawing some conclusions.

### Room 2

**Adelina Ianos, Clara Sansó:** *The Acculturation Process and Its Relationship with Identification of Descendants of Migrants in the Catalan Educational System*

The arrival of migrants to Catalonia has led to a change in the socio-demographic composition of the area. We have carried out a mixed study to identify the acculturation profiles of descendants of migrants in the Catalan schools, correlating with identification of Catalan-Spanish group membership, culture, and language. A survey was completed by 212 young people of migrant origin; life stories and semi-structured interviews were used with teachers. These results suggest the development of complex acculturation strategies fitting a socio-cultural context where identification with Catalonia and Spain plays a key role in its construction.

**Sergio Adrada-Rafael, Laura Gasca:** *Transculturalism and the Reshaping of Migrants' Identity: A Study with Latino Students in the US*

Latino migration to the United States has been reshaping immigrants' perceptions of their language and identity as they have had to assimilate into a "foreign" culture. With that in mind, the present study will survey 10 Latino students enrolled at a private university on the East coast who recently migrated to the United States to account for their experiences, positive or negative, regarding how a predominantly Anglosaxon university culture has reshaped their Latino culture and identity. Their responses will better inform language practitioners and researchers alike of the effects of transculturalism on migrants' language, culture and identity.

### Room 3

**Mariam Rayan:** *Offering Quality Teaching: Lessons Learnt from Teaching African Refugees*

The presentation will shed light on the unique experience of offering young African refugees in Egypt an opportunity for quality English learning. The program, sponsored by the Catholic Roman Church and backed up by UNHRC, was designed for teen refugees fleeing their war-torn countries, primarily from Eritrea, Ethiopia, South Sudan and the Darfur region. This opportunity to offer them quality English lessons aimed at increasing their chances of social integration and enhancing their communication skills. The focus of the presentation will be recounting teaching strategies and demonstrating some of the challenges a teacher may encounter while instructing similar students.

**Kate Kedley, Héctor Flores:** *Writing the Wor(l)d: Reclaiming Public Spaces, from Violence to Poetry, from New Jersey to Honduras*

This presentation examines a literacy project where Honduran youth "reclaim public spaces" from violence by occupying street-corners with poetry and performances. Honduras has high rates of violence and these youth hope to associate public spaces with art as opposed to violence and oppression. Our project has been converted into a collective called ApoyArte, with the purpose of reading the word and the world and disrupt oppression through writing, reading, and performing. The national, racial, economic, linguistic, and power dynamics in this project prompt us to perpetually work for a literacy-based social justice project in a transnational space.

4:45-5:40

### Room 1

**Aixa Pérez-Prado:** *Love and Language: Emotion, Identity and Communication in Multilingual Relationships.*

The presentation will discuss an ongoing research study of how couples in multilingual and multicultural relationships use language to negotiate their interactions. Language choice, language dominance, and language as a medium of signaling a variety of emotional states and attitudes will be explored. Issues of identity, othering, personal expression and language use are discussed. Specifically, how "languaculture" affects the intimate lives of couples who come from differing first language backgrounds or who both speak several languages and use more than one language in negotiating intimacy will be discussed.

**George Bellas, Karen Bellas:** *The Raising of Global Citizens: Three Continents and Two Languages Later*

When educating your Third Culture Kid to be a Global Citizen thinking outside of the box at educational options is critical for their development. We will share the educational options we employed depending on the country where we lived: The USA, Turkey, and Bulgaria. We will also discuss the educational context in which this happened, e.g., the international school, American and Turkish public schools, homeschooling, crèche, local house help, and au pair. We will finally discuss the consequences of those educational approaches and what we might have done differently.

### Room 2

**Bibinaz Pirayesh:** *Questioning the Language of Science as “The Gold Standard” in Education*

As we move toward more itinerant positions globally the question of the rigidity of our curricula - often based on Western epistemology and science as the “gold standard” - also rises. Currently, the trend continues toward making education more “scientific” as educators are encouraged to look toward neuroscience for answers to the learning needs of diverse students. However, a deeper look at the problem, and specifically the language used, reveals both epistemological issues and values given to science that promote a mono-culture instead of a more itinerant standing. A critical social justice lens is used to shed light on the issue.

**Peter Excell:** *Technical Writing and the Global Repository of Technical Knowledge: English as a Lingua Franca or a Hegemony?*

The last decades have seen the English language establishing itself as a lingua franca in scientific and technical publishing, to the extent that highly respected journals in other languages have either been marginalised or forced to publish more papers in English. This is particularly apparent in Russia, where the penetration of English is still relatively small yet there is a large, highly skilled and knowledgeable academic user base. This is leading to considerable angst in the Russian academic community. The author will discuss the pros and cons of the lingua franca/hegemony and the potential for highly significant work to be ignored by the international community if not published in English, plus the difficulty of referencing work in other languages, especially if they use non-Latin script.

### Room 3

**Laura Karabassova:** *The Use of Code-Switching within the Kazakh Trilingual Education Context*

Code-switching is a communicative strategy which allows learners to use multilingual resources. A thoughtful use of code-switching is especially important in CLIL settings, which are not only about integrating content and language, but also integrating language resources. However, CLIL teachers do not always recognize the pedagogic potential of code-switching. This paper is based on a qualitative study of teacher conceptions and practices in a trilingual school in Kazakhstan. The study showed that teachers viewed codeswitching as an unfavorable practice and tried to steer students away from the other languages officially used as languages of instruction for other subjects.

**Lisa Low:** *Monolingual Teacher vs. Multilingual Students: Opportunities and Challenges in a Translanguaging Classroom*

This presentation reports on findings from an investigation of 10 monolingual English teachers’ translanguaging pedagogy at an international school in China. Data analysis is based on videos of 60-hour class observation and stimulated-recalled interviews of teachers. Findings reveal that while monolingual teachers drew multilingual resources from teaching environment and provide valuable opportunities for maintaining smooth communication flow in the classroom, some teachers’ insufficient understanding of translanguaging either created superficial translanguaging moments or missed opportunities for translanguaging in the first place. This study suggests that in order to achieve dynamic bilingualism, schools need to equip teachers with skills to enact translanguaging classrooms.

Thursday , July 4

9:30-10:25

### Room 1

**Dianne Excell:** *Addressing Linguistic and Cultural Prejudices and Stereotyping through Identity Texts*

Students with a first language other than English arriving in the UK from countries around the world have to learn the content of the national curriculum whilst learning English. Additionally, some ethnic minority students born in UK also face challenges to their learning because of prejudice and stereotyping relating to aspects of their identity such as language, culture, religion, country of origin and location in the country - for example the 'north-south divide'. This presentation will demonstrate some ways in which identity texts have been used to address such prejudices felt by students and help to raise their self-esteem.

**Cecilio Lapresta, Isabel Sáenz, Judit Janés:** *Spanish or Catalan? Self-Identifications and Linguistic Acculturation Strategies of "Locals" and "Immigrants"*

Considering the current identity confrontation in Catalonia and based on the Acculturation Theory applied to the linguistic domain, this study aims to: i) Detect linguistic acculturation strategies; ii) Analyse their relationship with self-identifications with Spain and Catalonia; iii) Explore the predictive power of these variables regarding self-identifications. The 571 participants, aged 14-16, are from the province of Lleida, which has a high presence of immigration. The results reveal Catalan and Spanish linguistic acculturation strategies, but also a high percentage of integration strategies. Polarised identity constructions are observed most amongst natives and non-integrationist strategies. Theoretical and contextual implications are discussed.

### Room 2

**Rebecca Allen:** *A Ukrainian Orphan's Story of Success against the Odds: Learning English, Going to College, Thriving*

Less than one percent of Ukraine's orphanage graduates will make it to university; sadly, for the majority, outcomes are bleak - most adult orphans face a life of abuse, poverty, prostitution, or criminality. In this qualitative narrative research that uses photos, videos, and interviews, voice is given to "A", an adult Ukrainian orphan, to share her story of how she learned English and succeeded in higher education. This presentation would be of interest to language educators, adoption and orphan advocates, and persons who teach or support survivors of trauma.

**Kirsten Anderson:** *Nurturing Success: Evidence-Based Approaches to Behavior Management*

As educators, we have the capacity to help develop cognitive and behavioral change in students, leading to successful academic and social outcomes. This presentation will provide evidence-based approaches from step one of the Berry Street Education Model (Melbourne, Australia), which provides proven practical strategies to assist in the sequential development of students' physical, psychological, social and emotional capacities. By using each individual school context, teachers are able to gain a deeper understanding of child brain development and trauma-informed teaching methods. There is overwhelming evidence that chronic stress has a profound effect on a child's cognition and their ability self-regulate emotions and build resilience.

### Room 3

**Maria Bhattacharjee:** *Could Culture Impact Early Literacy?*

This presentation will focus on the impact that culture has in the development of literacy, as young immigrant children in Houston are expected to learn reading using books that are not culturally meaningful to them. In "Understanding Reading", Frank Smith concluded that background knowledge was a critical component in learning to read with comprehension. To address this issue, my students and I are developing a Spanish-English e-bilingual library to support the reading quest of these immigrant children and parents. The e-library will be the center focus of this presentation, as well as the use of this resource globally.

**Jim Rogers:** *Coherence as Identity in an Advanced Level Writing Class*

Becoming a writer in a second language requires a shift in identity and, consequently, thinking about writing in a different way. In this paper I will explain how sociocultural theory can be applied to the L2 writing classroom to enculturate students to writing practices. I will use the example of coherence as it is a key construct in advanced level writing books, which focus mainly on cohesion devices. Research suggests that their use can actually lead to less coherent writing. By looking at coherence from a more global perspective, students can internalize coherence as a concept rather than a rule.

10:30-11:25

**Room 1**

**Juan Freire:** *The Inclusion of Vernacular Spanish in Dual Language Education: A Borderland Perspective*

Vernacular Spanish has traditionally been viewed from a deficit perspective in the U.S. educational system and in society. This is also true in Spanish-English dual language programs. From a borderland perspective (Anzaldúa, 1987), this presentation discusses the inclusion of vernacular Spanish in the dual language classroom by exploring how it can help students in the physical and psychological borderlands. There will also be a focus on how we can better meet the three goals of dual language education through vernacular Spanish, including sociopolitical consciousness as a proposed fourth goal.

**Marcin Sosiński:** *Teaching Refugee and Immigrant Adults: Focusing on and Developing the Languages They Speak*

Programs for adult migrants often focus on the receiving country's language and exclude languages spoken in the adults' home countries. Teachers are now learning how to appreciate and develop these languages. An online learning opportunity, Teaching Adult Immigrants and Training their Teachers, includes six modules for teachers working with migrant adults. One module covers the benefits of bilingualism and ways that teachers can support students in maintaining their home languages while they learn the language of the host country. This presentation describes the module and an online hub of reading resources in migrants' languages and ways they can be used.

**Room 2**

**Jason Stegemoller:** *Promoting and Measuring Culturally/Linguistically Relevant Education at a Hispanic-Serving Institution: Lessons Learned, Challenges, Next Steps*

An organizational view of institutional change is used to report on the development of an institutional approach to culturally and linguistically relevant education at a Hispanic-Serving Institution. We will discuss insights gained during the first year of the five-year project in which a cultural competence survey and a professional development program were created and administered to university faculty. Understanding how to better prepare faculty for working with students from culturally and linguistically diverse backgrounds is an urgent issue in higher education. Sharing what we learned, challenges we face, and our next steps, should inform similar efforts of other post-secondary institutions.

**Bárbara Escudero:** *Education for What? Exploring the Critical Role of Culturally Relevant Pedagogy and Its Impact on Novice Teachers' Identity and Practice*

This session will provide a perspective on the impact that centering on Culturally Relevant Pedagogy has on novice teachers' orientations and practice when working with culturally and linguistically diverse students. Specifically, we will explore how these are directly tied to a teacher's identity and pedagogical development, and how teachers' commitment to and continuous pursuit of ongoing development as culturally relevant practitioners impact their students' learning and classroom experience. Lastly, we will explore the nuances of training, developing and supporting teachers in CRP as a part of our broader work towards developing teacher-leaders striving for educational equity.

### Room 3

**Felice Atesoglu:** *Reflexivity and Praxis in Teacher Education for Multilingual Learners*

This self-study of teacher educator practice is focused on illuminating reflexivity and praxis as a means of supporting teacher candidates as they expand their knowledge and expertise in teaching multilingual learners (MLLs) in K-12 schools. As the number of MLL students continues to grow in the United States, many teachers find themselves unprepared to address and leverage the linguistic diversity that these children bring. This self-study of teacher educator practice unpacks my learning as I develop practice-based instructional opportunities focused on meeting the needs of MLLs for preservice teachers enrolled in a graduate program in elementary education.

**Jill Hamilton-Bunch:** *Delivery Matters: How Specific Pedagogy and Professional Development Provided the Tools to Succeed in Designated English Language Development*

This presentation will describe a multi-year, multi-tiered approach to program design and professional development designed to provide English language acquisition and literacy skills to K-12 students in a rural, high poverty school district. The study was conducted to determine the effectiveness of the work. Design features, specific pedagogies and stances for teaching and learning, as well as outcomes will be discussed. A discussion of the challenges and successes in replicating the program design will be included.

12:05-1:00

### Room 1

**Lance Levenson:** *Between International Curricula and Cultural Preservation: Competing Identity Discourses in the Armenian School in Jerusalem*

The expansion of international curricula into national contexts poses a paradox for the construction of student identities that juxtaposes competing local and global discourses. The contradiction is heightened when international curricula are adopted by minorities striving to preserve ethnonational languages and identities in the diaspora. Positioned in the throes of the Israeli-Palestinian conflict, the Armenian School in Jerusalem utilizes an apolitical international curriculum while simultaneously attempting to sustain collective Armenian identity among its students, who study four languages (English, Armenian, Arabic, and Hebrew). This ethnographic case study of the Armenian School analyzes the impact of competing discourses on identity construction.

**Anju Sahgal Gupta, Monishita Hajra Pande:** *English Language Teaching in India: The Perspective of the Marginalised*

English in India has traditionally been the prerogative of the elite and the powerful who have used it with great dexterity for their socio-economic mobility, denying access to the underprivileged (Dalits and tribals). However, with the advent of globalization, the Dalits have been very vocal in being included in the English-speaking culture. This paper presents the voices of the marginalised students of Ambedkar University Delhi and suggests teaching learning strategies to create inclusive spaces in the curriculum and promote multilingualism. The paper argues for a holistic language policy at higher education to make university spaces truly inclusive and just.

### Room 2

**Aracelis Nieves:** *Ni Soy de Aquí Ni Soy de Allá: Negotiating a Transcultural Identity in the SHL Classroom*

The participants will distinguish how Latino immigrant students develop and validate a new transcultural identity by means of a transdisciplinary, integrated, culturally responsive Spanish Heritage Language curriculum. Students are able to recognize each other by their Hispanic roots first and then validate their transculturality. Specifically, they understand who they are, what they have in common, and distinguish and appreciate the value of Latino culture. As a result, their self-esteem increases and they develop the important sense of community to understand and appreciate what they are becoming or what they are already.

**María Torres, Cristina Petreñas, Ángel Huguet:** *Raising the Voices of Aragonese Speakers: The Legitimacy of the Minority Language at School*

In the school year 2018/19, 1.189 students in early childhood and primary education are studying Aragonese at school. Here, we explore Bourdieu's notion of "legitimate language" in two bi/multilingual classrooms to understand better bilingual practices from an interactional perspective. Our ethnographic study combines different data: Observations during two school years, audio-recorded interviews, fieldnotes, ethnographic documents, focus groups and video-recorded naturally-occurring teacher-student(s) interactions. We conclude that the autochthonous language functions as a symbol of group cohesion. Also, the Aragonese and Spanish languages have different indexicals, which explain their functional distribution of uses that underlie language ideologies.

### Room 3

**Diana Grullón:** *La Créolité: Las Variaciones del Lenguaje Créole como Símbolo Cultural Caribeño*

Los intelectuales caribeños en el siglo XX polemizan sobre las dinámicas sociales y los procesos lingüísticos que suscitan en las Antillas. El lenguaje, según Mignolo, establece enlaces simbólicos que convierten lo ajeno en propio. Devonish y Bickerton consideran que el créole y sus funciones en la sociedad representan el resultado de las condiciones dadas bajo la dominación colonial. Ambos reconocen el poder simbólico de su génesis y evolución. Propongo que el créole sirve como negociación contra las condiciones políticas, sociales y económicas que se dieron bajo el sistema colonial y simboliza la construcción de una identidad colectiva, propia del Caribe.

**Marta Díaz-Ferro:** *Socialización Bilingüe Infantil en Galicia: Utilización de Apelativos en un Aula de Educación Infantil*

En esta comunicación, siguiendo la línea del pasado Coloquio, presentamos otro apartado de mi tesis doctoral en curso sobre la socialización bilingüe infantil escolar en Galicia: Atendemos a 25 niños de Educación Infantil y nos centramos en las interacciones maestra-niños durante una rutina de la jornada escolar (O Tempo de Asamblea). Prestaremos especial atención a cómo la profesora emplea cierto tipo de apelativos dirigidos a los niños, con diferentes funciones (reforzadores positivos, llamadas de atención, etc).

1:05-2:00

### Room 1

**Ahmad Zirak Ghazani:** *The Impact of Second Language Acquisition on Identity Perceptions of Iranian Immigrant Students*

I investigated heritage language loss and its maintenance in light of Norton's (2013) poststructuralist definition of identity which assumes it be multiple, a site of struggle, and constantly changing over time and space. Drawing on my own experience of identity realignment, I explored acculturation and second language learning in Iranian diaspora living in North America. I examined how identity categories such as ethnicity, race and political factors might affect Iranian second language learners' perception toward their own heritage identity. Recent critiques on the relationship between these factors are investigated. It is concluded that there should be more investment for recognition of heritage languages in order to provide a better learning condition.

**Cheryl Bowen:** *Here, But Not From Here*

Informing the current political debate, my research seeks to understand how newly arrived immigrant parents view themselves, their children, and education as they struggle to establish their identity in the United States. Rather than focus on issues of risk, my work utilizes an ecocultural framework highlighting processes of resilience, strength, and agency that immigrant parents use when faced with the harsh effects of "Zero Tolerance" immigration policies. Studies utilizing ecocultural perspectives stress the importance of parent perceptions on everyday activities, routines, and behaviors that facilitate developmental assets (Bowen, 2018, 2019), literacy (McElvain, 2016), and create positive outcomes for their children.

### Room 2

**Francisco José Francisco, Susana Gómez, Elena Jiménez:** *Teaching an L2 Through Japanese Poetry: Reaching a Transcultural Heritage in Education*

With this presentation we want to show how the processes involved in teaching a second language can be improved by using haiku as an example of “minimal” poetry. This is a wonderful way to develop a transcultural sensitivity in our classrooms. We therefore want to cover two fields: 1) improving linguistic proficiency in our second language learners and 2) making students aware of the idea of transculturalism as a space to discover and live with the “other”. By doing so, we hope we can offer some ideas to understand more fully the essence of transculturalism.

**Eleanor Berke:** *Page to Stage: Adapting Curricular Texts into Reader's Theatre for the Language Classroom*

Reader's Theater is a great tool to use with language learners. Sometimes materials are not culturally relevant or connected to curriculum. I will show participants how to adapt texts into play scripts to use in the classroom. Acting out stories or assuming the roles of characters in the books we read is also a step toward deepening one's empathy. By becoming the people we read about, students of all ages are offered the chance to take on a new perspective. This I have found to be especially important in the multilingual classroom.

### Room 3

**Ayse Onut;** *Are You Ready to Take Part in the Global World?*

Multicultural education not only teaches students about other groups or countries' cultures and traditions, it also aims to help students become accustomed to the idea that there are many lifestyles, languages, cultures, and points of views. In return, it increases the idea of belongingness and raises awareness of the importance of culture, language and identity. Culturally responsive instruction should be implemented in all curriculum where learners are engaged in a complex transformation of culturally influenced identity. Therefore, language teachers, and teachers of culture, play a vital role in preparing diverse learners for the global world.

**Amina Haddadi:** *Enhancing Students' Sense of Responsibility in Moroccan Classrooms: Group Work Activities in Focus*

In Morocco, efforts have been invested to bridge the gap between school and society, as the former does not provide the latter with productive and responsible individuals towards themselves and their communities. Ergo, the country's educational system is relying on alternative ways of teaching which focus on how students can be productive agents of change. Group work activities are highly encouraged at many schools, as they bring students' sense of responsibility into focus. This presentation introduces particular models of using group work as a teaching technique in the Moroccan context while exploring the relationship between enhancing students' sense of responsibility at school and their ability to be agents of change in society.

4:45-5:40

### Room 1

**Fatma Galatyali:** *Ingredients for a Multicultural Pie for Everybody to Have Their Share*

Many countries in the Mediterranean have been habitats for university students and Cyprus is no exception. Therefore, it is essential to cultivate the multi- and intercultural perceptions of these students on the identities of the places that they study. Moreover, they need to be introduced to the idea of being a citizen of the Earth whose vision of the world is against stereotyping and discriminating races. This presentation intends to provide the audience with implications of classroom teaching that would change the multicultural perceptions of culture and identity of students who come from especially a monocultural educational background.

**Adeola Fayemi:** *Positioning Acculturation Strategies for Newly Immigrant Students for Transformational Learning and Academic Success*

There is increasing debate on best ways to educate newly immigrant students given the complexities of the acculturation process. Using a multidimensional model which has been developed as a best-practices framework and includes heritage and US practices, values and identification, this presentation explores the most effective strategies employed by a federally-funded US-based school district's English Language Learner and Immigrant program as a case study. The presentation

suggests a wide array of programs that are applicable to communities and school systems with a consistently increasing great influx of new arrivals such as refugee families, English Language Learners, and others.

### **Room 2**

**Olga Samsonova, Hugo Hormazábal:** *Montessori Approach as a Way to Overcome ESL Students' Educational Drawbacks*

A Montessori approach is known as a self-activated, collaborative and hands-on educational method. The multicultural nature of Montessori schools offers lots of benefits for the English Language Learners (ELL) who experience lots of drawbacks starting their educational journey in a new country. This exploratory case study took place in a private Montessori school in Florida. The data were collected using in-depth interviews with immigrant parents and two focus groups that included Montessori teachers and immigrant students. Overall, the study showed that parents and students have positive attitudes toward the Montessori approach and offered guidelines for future research on educating ESL students.

**Elena Del Pozo:** *Media Literacy and Critical Thinking: Helping Bilingual Students to Debunk "Fake News"*

Learning social sciences means learning the language of societies, how to express that knowledge through language (De Oliveira, 2011), and select the correct information from the media. New teaching and learning scenarios in the society of information require innovative approaches and studies that have, in fact, highlighted the creative nature of foreign language teaching and learning (Coyle, Hood & Marsh, 2010). The objective of this intervention is to identify current challenges, share practical experiences, and develop skills in incorporating media literacy and critical thinking into lesson plans and programs into

### **Room 3**

**Judith Kent:** *Language, Gender, and Ethnic Identity: Implications for the Teaching of Spanish*

Bilingual-bicultural resources position Latinos for participation in widespread cultural exchanges, global commerce, and overall achievement. Persisting low rates of educational attainment, however, threaten this potential. This language and identity study of Latino emerging adults examined ethnic/personal identity and bilingual proficiency in the context of persistence in education. Quantitative results revealed self-reported Spanish proficiency as a significant predictor of ethnic identity as well as a statistically significant gender difference in ethnic identity. Findings indicate the strength and influence of Latino culture, specifically Spanish; possible gender differences in language/identity; and the inextricable language-identity link, all important implications for the teaching of Spanish.

**Julieta Altamirano-Crosby:** *De Boca En Boca: Communication Strategies among Latino Parents who Feel Invisible*

Within the educational system, engaging with parents and families has become an increased priority as the demographics across America change. This is particularly of concern regarding the Latino community as schools struggle to find effective strategies to invite the participation of parents and families. With this has come new challenges and an urgency for effective response and intervention. Yet, there is a discrepancy between perceived and actual needs of the Latino community. Even though education is typically highly valued by Latino families many Latino parents lack knowledge and awareness of how the education system works.

Friday , July 5

9:30-10:25

**Plenary Session: Grace Kyoon-Achan, Eleanor Erickson, Thomas Terrence:** *“Disambiguation: Being Cree within the Canadian Polity”*

The Cree are an indigenous group who live in the northwest regions of Canada. This population has maintained its culture and language in the face of persistent colonization and near obliteration by modern forces militating against indigenous identities. Cree language has been instrumental in the current cultural revitalization efforts. It has also created a reawakening of Cree ways of being, strengthening a sense of belonging with the Canadian project.

We will be presenting on what it means to be indigenous in Canada, including a brief history of the Cree, current status and elements in the culture that support identity and wellbeing within a multicultural arrangement. We will elaborate on gains and losses associated with participation in the Canadian polity and highlight how our community (Nisichawayasihk Cree Nation) in Northern Manitoba continues to support our traditions, practices and culture on the one hand, while also working to help our people function in the larger multicultural society.

10:30-11:25

#### Room 1

**Liesa Rühlmann:** *“When You Have Lost the Language You Have Lost Your Identity As Well”: Linguicism in Germany’s Classrooms*

Many German schools marginalize several non-dominant languages. The pivotal actors who put schools’ policies into practice are teachers. The aim of my study as part of my PhD thesis is to understand the ways in which plurilingual students have (not) felt acknowledged in the usage of their heritage languages in school. The focus is on teachers’ impact on identity concepts of plurilingual students. First results provide insights into institutionalized discrimination, specifically linguistic experiences. In my presentation I will discuss the relevance of heritage language support in school in order for classrooms to accept and promote plurilingualism.

**Christine Hahn:** *Overcoming Linguistic Imperialism in the Classroom*

In “Linguistic Imperialism” Phillipson argues that the push from the US and the UK to spread English around the world promotes linguistic imperialism and “undermines” other languages (1992), thus undermining the cultural identities of people whose native language is not English. This study explores ways that this issue specifically affects both indigenous and non-indigenous English language learners in Latin American countries, and what teachers and language institutions in this region can do to teach English in a way that does not undermine students’ native languages or their cultural identities but encourages them to embrace it.

#### Room 2

**Leo Schmitt:** *The Chinese Practice of Adopting English Names in the United States Today*

The Chinese practice of adopting “English” names is widespread, even in China. This presentation discusses the practice of Chinese adoption of English names in its historical context and the current cultural and phonological considerations driving this practice. The presenter will discuss how this widespread practice manifests itself among Chinese international students in the United States and suggest directions that this practice may take and implications for intercultural relations and construction of identity as China takes on a more visible presence in the world.

**Natasha Pérez:** *A Narrative Inquiry into the Role of Language and Catholicism in Continuing Legacies of Cubanidad*

Religious identity can be closely intertwined with ethnic and national identity, rendering it an integral aspect of one's home culture. Through narrative inquiry (Clandinin, 2016), this study explores the relationship between religious practice, identity, language and literacy in my life experience as a second generation, Cuban-American in South Florida. I describe how the social practices around language in the Catholic church, including the flexibility to communicate in English and Spanish simultaneously, known as translanguaging, were instrumental in developing my potential as a biliterate Spanish speaker while at the same time reinforcing my identity as Cuban-American.

### Room 3

**Eduardo de Gregorio-Godeo:** *Immigration and the Changing Face of Hard-Right Political Discourse in Britain Today*

The relative success of the UK Independence Party in the 2014 European and the 2015 general election in Britain is a significant example of the recent emergence of discourses blending populism and hard-right politics across many European countries. The impact of immigration has come to reshape the ideological position of the UKIP, whose main concern had been traditionally the issue of EU membership. Taking a broader critical discourse analysis theoretical perspective, this paper will discuss the role of language in general and intertextuality and interdiscursivity in particular for understanding the changing identity of hard-right political discourse in Britain today.

**Jonevee Amparo:** *Contextualization in the Mother Tongue Based-Multilingual Education: Gaps and Practices in Language Policy*

The Department of Education of the Philippines has implemented Mother Tongue-Based Multilingual Education (MTB-MLE) through DepEd Order No. 16, s. 2012 as part of the K-12 curriculum since 2012. One of the problems of the implementation was the lack of materials and contextualization of the topics. Contextualization and localization are the core of delivering lessons in the MTB-MLE programs that are not given emphasis on workshops and teacher training. The data were obtained by analyzing primary and secondary documents, interviews, surveys and focus group discussions (FGD).

11:40-12:35

### Room 1

**Leslie Maria Turpin:** *Uncovering Post-Memory Experience of War through Art "Work"*

How do children experience their parents' memories of war? Mirianne Hirsch coined the term "post-memory," to describe children's memories of wars they did not directly experience. Johnnie Gratton describes feelings of "belatedness to history" accompanying this "post" phenomenon. Using Gratton (2004) and Hirsch (1997) as lenses, I explore artwork across languages as a vehicle to uncover/address post-remembering. Using "*Les Boulevards de Ceinture*" by Patrick Modiano, "*I Think of this Every Time I Think of Mountains*," an intergenerational poetry performance by Phayvanh Leukahaman, Souphine Phatsoungneune, and "scrap" poems created from family letters, participants will examine the impact of post-memory on identity.

**Nayr Ibrahim:** *Visual Multilingualism: Validating Teenagers' Multilingualism through a Combination of Language Silhouettes and Supporting Narratives*

Visual methods in researching multilingual children not only give the latter a participatory voice in the research process but allows them to uncover a complex and hybrid identity that very often remains invisible. This study explores French 14-year-old teenagers' representations of their multilingual identity through the language silhouette approach, which was supported and reinforced by written explanations of their pictorial choices. These multimodal identity texts reflected the following children's heritage connections, their linguistic educational experiences and an awareness of transnational living. Furthermore, the positioning of their languages in the different body parts created a personal metaphorical discourse of multilingual living.

### **Room 2**

**Beth Wassell, María Fernández:** *Educating Immigrant Students in a Changing Spain: An Ethnography of an Urban Primary School*

Spain has experienced a significant increase in immigrant students in the last 20 years; however, few studies have explored the schooling experience for children of recent immigrants, or how teachers, educators, and schools are responding these demographic shifts. This ethnographic study sought to examine the experiences and practices of students, families, and educators in a learning community school in an urban area in Northern Spain. The outcomes for this project include implications and recommendations for teacher preparation, in-service teacher learning, policy, and research in areas around the world that are impacted by mass global migration.

**Christine LaRocque-Swoap, Emily Carter:** *Exploring Self in Community: Benefits of Intercultural Learning Between College Students and Latino Immigrant Youth*

Our presentation will describe the impact of a collaboration between college students in Spanish language classes and recent immigrant youth in schools located in a mountain community in western North Carolina. As part of Warren Wilson College's Quality Enhancement Plan to increase diversity understanding and inclusion, college students and middle and high school English Learners explored perceptions of self while examining themes of home, belongingness, and bilingualism. Students sought to understand the complex challenges of negotiating new places, spaces and communities in order to appreciate diverse perspectives and apply a pluralistic orientation.

### **Room 3**

**Andrew Murphy, Erin Strack, Juan Carlos Lara, Patricia Cabral:** *Teacher Collaboration Within the Dual Language Context*

True collaboration is vital in a dual language school, where students and standards are so closely shared among colleagues. In this session, presenters will share their school's journey in creating a literacy centered program, in which positive interdependence is fostered among staff members for the benefit of the students they serve. Examples of teachers collaborating during the preparation and execution of daily lessons will be shared.

## Presenters' Bios

**Adelina Ianos** holds a PhD from the University of Lleida. An Assistant Professor at the same university, she researches various topics related to language attitudes, bilingualism and multilingualism, immigration, and implicit measurement of attitudes and cultural identities.

**Adeola Fayemi** has over thirty-five years of experience as an ESOL teacher and administrator of educational equity and staff professional development programs. She directed Immigrant Students and Services program in the Florida School System. Currently she is the Manager for Diversity and the International Cultural Center at Auburn University in Alabama.

**Ahmad Zirak Ghazani** is a PhD student in the department of Curriculum, Teaching and Learning at the University of Manitoba, Canada. His research interests include second language acquisition, first language loss, heritage language maintenance, identity and language learning. He also holds a BA and an MA in TESOL, as well as CELTA and DELTA qualifications.

**Aixa Pérez-Prado** is a writer and faculty member at Florida International University. Her research interests include promoting critical and creative thinking, emotion and language learning, cross cultural communication, bilingualism and identity. She is the founder of “The Thinking Café”, a website and series of workshops promoting critical and creative thinking.

**Alexandra Monné** es Profesora en el Bachelor en Ciencias de la Educación de la Universidad de Andorra. Es autora de la tesis doctoral *“Factores psicosociales implicados en la construcción de la identidad nacional: El caso del Principado de Andorra”*. Premio de investigación lingüística 2008 en Andorra con el proyecto *“Jóvenes y lenguas de Andorra”*.

**Alexandra Sabater** began teaching in elementary bilingual classrooms in LAUSD and at the elementary level in Dallas ISD before becoming the Director of Spanish House Elementary in 2016. Born in Puerto Rico and raised in Florida, she attended Tulane University and earned a Master’s in Bilingual Education from SMU.

**Altamira López** es Profesora de Enseñanza Secundaria y Profesora Asociada en la Universidad de Burgos.

**Amina Haddadi** is a Moroccan teacher of English and PhD student in the “Space & Culture” research unit at the Faculty of Letters and Humanities, Mohamed 1<sup>st</sup> University, Oujda, Morocco. She holds an MA in Cultural Studies and is currently enrolled in a PhD program at the Faculty of Humanities, Oujda, writing her dissertation on Moroccan Women’s Writing. She has participated in numerous study days, seminars, and international conferences.

**Andrés González** es Profesor de Enseñanza Secundaria y Profesor Asociado en la Universidad de Burgos.

**Andrew Murphy** holds an M.Ed. in TESOL and is currently an instructional coach and 3<sup>rd</sup> grade teacher at Carver Dual Language School in Kansas City, Missouri, where he was chosen as the 2019 Teacher of the Year. He leads the staff development for Carver, as well as for HealthEd Connect’s schools in Zambia.

**Ángel Huguet** is a Professor of Developmental and Educational Psychology in the Department of Pedagogy and Psychology at the University of Lleida (Spain). His research interest includes bilingual education, second-language acquisition, psycholinguistics, and sociolinguistics.

**Anju Sahgal Gupta** is an English Professor at IGNOU. She is an ELT expert specializing in English in India, bilingualism, Teacher Training, ICT in English, Sociolinguistics and grammar teaching. She has published nationally and internationally and has two teacher training books. She has also published text books for school children.

**Aracelis Nieves** has 45 years of teaching experience and for the last 15 she has taught Spanish Heritage Language. She is a National Board Certified Teacher of World Languages. She earned a Ph.D. in Curriculum and Language Education from Indiana University. She is also a renowned Puerto Rican writer.

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

**Ayse Onut** is a graduate and senior instructor at Eastern Mediterranean University since 1995. She has twenty-three years of teaching experience and is currently teaching a self-tailored “Multicultural Education” course.

**Bárbara Escudero** leads the national work around Culturally Relevant Pedagogy at Teach For America. She has several years of experience designing/facilitating learning for educators/teacher educators, including more than 12 years of classroom-teaching experience. She earned her B.S. from Cornell University and her M.A. in Bilingual/Bicultural Education from Teachers College, Columbia University.

**Beth Wassell** is Professor and Chair in the Department of Language, Literacy and Sociocultural Education at Rowan University (NJ). Her recent research projects have focused on the classroom and schooling experiences of students in urban schools and on access to world language education for minoritized students in the US.

**Bibinaz Pirayesh** holds degrees in Neuroscience & Education, Developmental Psychology, and Educational Leadership and Social Justice. She works as an educational therapist in Los Angeles where she serves students with diverse learning needs. Her scholarship is focused on neurodiversity and the social justice implications of non-itinerant curriculums in schools.

**Catherine Michener** researches language and literacy development in schools and classrooms where cultural and linguistic plurality are the norm. A former K-12 bilingual teacher, she is interested in how social contexts promote students’ language, literacy, and conceptual development, and how teachers are trained to shape these contexts.

**Catherine Wallace** serves as Executive Director of Spanish House, a school she co-founded in 2008 to provide Spanish and ESL for adults. She spearheaded the school's growth, now serving over 600 infants, preschoolers, and elementary students, along with adults, through an immersion approach. She previously taught in Dallas ISD for ten years.

**Cecilio Lapresta** is a lecturer at the Department of Geography and Sociology at the University of Lleida. His lines of research are identity in multilingual and multicultural contexts, linguistic attitudes, and acculturation strategies.

**Cheryl Bowen** is an Education Department faculty member at Santa Clara University. She conducts local and international research investigating patterns of resilience and effective reading instruction for immigrant/refugee youth and their families. Her research explores the academic and social effects of The Transactional Learning Community Model (Bowen, 2018) in various educational settings.

**Christine Hahn** is an English Language Fellow currently serving in Belarus as a teacher trainer. Before that, she spent three years teaching at a university in Ecuador, and four years teaching at various universities across Southern California. Her research interest is educational equity for minority and low-income groups.

**Christine LaRocque-Swoap** earned her MA in Foreign Languages and Literatures at the University of Delaware. She has taught service-learning Spanish and culture courses at Warren Wilson College since 1998 and has specialties in language acquisition and critical reflection practices.

**Clara Sansó** is a Lecturer in the Department of Psychology at the University of Lleida and a member of the research group Language and Education. Her research topics are focused on migrant students, second language acquisition, inclusive education and the analysis of discourse in multilingual and multicultural classrooms.

**Claudia Ioana Macrea** is a graduate of the Translation and Interpreting degree at the University of Valladolid in Soria and an Associate Professor at the same institution. She is also a private English and Romanian instructor and was a member of the innovative teaching group Crealante (Creative Language Teaching).

**Cristina Petreñas** is a post-doctoral researcher in the area of Development and Educational Psychology at the University of Lleida through the subprogram “Juan de la Cierva Incorporación” founded by the Spanish Ministry of Economy and Competitiveness. Her work revolves around inclusive education, cultural identity and educational multicultural contexts.

**Diana Grullón** has collaborated actively with researchers in the discipline of Anthropology, particularly on how race, colonial history, and the Creole language formation has influenced the 20th century Caribbean and Latin American thought. She has participated in many academic conferences and has published academic articles on Caribbean culture.

**Dianne Excell** is an EAL and Literacy Consultant in schools and university initial Teacher Training. She is a member of NALDIC’s Executive Committee and coordinates its Regional Interest Groups nationally. She has contributed articles in EAL journals and written EAL advice in GCSE English Teachers’ Guides for three exam boards.

**Eduardo de Gregorio-Godeo** lectures on British cultural studies and applied linguistics. With a special interest in language, discourse, ideology and power, he has published extensively on the instrumentality of linguistics and discourse analysis for cultural studies. Much of his work has focused on gender, identity and the media.

**Eleanor Berke** is an ESL teacher in Boston Public Schools. Before becoming a teacher, she attended the Harvard Graduate School of Education and created dynamic theatre-based programming at the Lower East Side Tenement Museum. She continues to act professionally and perform comedy while infusing theatre into her language classes.

**Eleanor Erickson** is a Program Manager for the Jordan’s Principle program in Nisichawayasihk Cree First Nation community. Her role includes case management, program and resource development and coordinating intersectoral engagements to support children, youth and adults living with disabilities in the community. Ms. Erickson is a Cree (First Nation) woman and experienced nurse.

**Elena del Pozo** has degrees in English language, Social Sciences (UCM) and holds an M.A. in International Education (Endicott College). She researches the evaluation of bilingual programs and CLIL teaching at the UAM, writes articles, does teacher training based on her teaching experience and cooperates with publishers engaged in bilingual education.

**Elena Jiménez** holds a BA in Spanish studies and a PhD in Linguistics. She has been lecturing and researching on languages for 20 years.

**Elizabeth López** es graduada de Loyola Marymount University en Los Ángeles. Estudió para ser maestra bilingüe y comenzará su programa de maestría en el verano de 2019.

**Emily Carter** holds a Masters in English as a Second Language/Foreign Language Education from the University of Tennessee at Knoxville. She has taught ESL at Owen Middle School, Owen High School and Community High School for the past five years.

**Erin Strack** holds an Ed. Specialist in Language and Literacy and an MA in TESOL from the University of Missouri. She was an English teacher in Kazakhstan before becoming an instructor in the graduate department of UMKC. She currently teaches at a dual language school in Kansas City, Missouri.

**Fatma Galatyali** has been an English teacher for 23 years. Her areas of interest are foreign language education, multiculturalism, and identities. Currently, she lives in Northern Cyprus and works at Eastern Mediterranean University, Famagusta. She is married with one child.

**Felice Atesoglu** is an Assistant Professor of Education at Ithaca College. Her teaching, research, and P-12 engagement focus on the professional learning and support of culturally and linguistically responsive teachers across the teacher development continuum.

**Francisco José Francisco** holds a BA in English Studies and a PhD in Education. He has been lecturing and researching on languages for 20 years.

**George Bellas** is a Senior Global Educator teaching at Arizona State University. He served as a Fulbright Scholar to Turkey. He is presently serving on the Fulbright National Screening Committee. He and his wife, Karen, spent 16 years overseas having and raising their Third Culture Kids.

**Grace Kyoan-Achan** is a Research Fellow at the Rady Faculty of Health Sciences, University of Manitoba, Canada. Her current research interests include Indigenous health and wellness, community-based participatory methods, community engagement and healthcare innovation and transformation. She has worked closely with several Indigenous communities on healthcare innovation and health transformation.

**Héctor Flores** is a trained Human Rights lawyer and popular educator in Honduras. He is part of two art collectives, one of which, ApoyArte, he recently founded. ApoyArte works with local youth to reclaim public spaces in Honduras, such as parks or street corners, with poetry and art.

**Hugo Hormazábal**, a fourth-generation educator in a family of teachers, graduated from High Point University, USA. He studied Montessori education at the International Centre for Montessori Studies in Bergamo, Italy, and finished his certification at the Center for Montessori Teacher Education in New Rochelle, N.Y.

**Iris Orosia Campos** es Doctora en Educación y Profesora Ayudante Doctor del Departamento de Didáctica de las Lenguas y de las Ciencias Humanas y Sociales de la Universidad de Zaragoza. Es miembro del grupo de investigación ECOLIJ. Su ámbito principal de investigación es la educación lingüística y la construcción de identidades.

**Isabel Sáenz** is a PhD candidate with an FI grant from the Catalan Government. Her work focuses on language and identity, heritage language learning, and the acculturation processes of descendants of migrants.

**Jason Stegemoller** is Associate Professor and Chair of English as a Second Language/Bilingual Education in the School of Advanced Professional Programs at National Louis University in Chicago. His research interests are in the areas of second-language writing and biliteracy. He is principal investigator of a grant exploring multilingual writing.

**Jill Hamilton-Bunch** is the Associate Dean of the School of Education at Point Loma Nazarene University and the director of the Bakersfield Campus. She previously worked as an ELD teacher and academic coach in the Delano Union School District in California's Central Valley. She attended UC Santa Barbara pursuing a PhD. Her research interests include the preparation of teachers to serve English Learners and performance quality indicators in the teaching of ELD.

**Jim Rogers** is the Director of the Intensive English Language Institute and a Professor in the Department of Languages, Philosophy and Communication Studies at Utah State University. He has been teaching ESL/EFL and training teachers for over 30 years both in the US and abroad.

**JoAnne Negrin** is Supervisor of Bilingual, ESL, and World Languages for Vineland Public Schools, a former NJTESOL president, and advocate for New Jersey's bilingual students. She spearheaded the state's Seal of Biliteracy and her program recently received the Award of Excellence Model Program Designation from the NJ Department of Education.

**Jonevee Amparo** is an Assistant Professor at the University of the Philippines, Visayas, where she also teaches in high school as well as graduate school courses. She earned her Master of Arts (Filipino: Wika) degree at the University of the Philippines Diliman. She graduated magna cum laude at West Visayas State University.

**Juan Freire** is an Assistant Professor in the Department of Teacher Education at Brigham Young University. His research concentrates on critical issues in dual language education, including the development of policy and planning, and multicultural/bilingual teacher preparation.

**Juan Carlos Lara** has been teaching in Kansas City, Missouri, for the past 6 years in various upper elementary positions (4<sup>th</sup>- 6<sup>th</sup> grade). Prior to this assignment, he was a 6<sup>th</sup> grade teacher in Oakland, California for two years. A graduate from UC Davis with degrees in Sociology and Spanish, he holds an MA in Education from Lesley University in Cambridge, Massachusetts.

**Juan Tomás Matarranz** has been working as an Assistant Professor at the Universidad Europea de Madrid since 2013. He has a PhD in English Theatre. His main research interests are Jacobean and Modernist drama and traductology, as well as queer theory and cultural studies.

**Judit Janés** is a lecturer in the area of Evolutionary Educational Psychology at the University of Lleida. Her lines of research revolve around linguistic attitudes in multilingual and multicultural contexts.

**Judith Kent** is faculty in the Community Psychology doctoral program at National Louis University, Chicago. Her research includes bilingualism/biculturalism and ethnic identity among Latino emerging adults in the context of persistence in education. She also works with Adverse Childhood Experiences (ACEs), focusing on the impact of culture and community resilience.

**Julieta Altamirano-Crosby** received a PhD in Social Communication and a Master of Communication Science degree from the University of Havana before emigrating to the U.S. She began the WAGRO Foundation, an organization that assists Latinos/indigenous students and families bridging barriers to academic success in Washington State.

**Karen Bellas** holds a BA in International Studies from Miami, OH. She was the faculty recruiter for an International School in Istanbul, Turkey. She is presently Director of Group Accounts for an international travel insurance company. She and her husband, George, spent 16 years overseas having and raising their Third Culture Kids.

**Kate Kedley** is an Assistant Professor of Literacy Education at Rowan University, where she teaches literacy and reading courses. Her research centers on LGBTQ literacies and young adult literature, publicly engaged scholarship, and reclaiming public spaces for art and literacies in Honduras.

**Kirsten Anderson** is a teacher from Australia, working within a school that includes students from a number of different Aboriginal communities, for whom English is often their 3<sup>rd</sup> or 4<sup>th</sup> language. Her school also has students from army backgrounds, and creole and pidgin-speaking backgrounds amongst others.

**Lance Levenson** is a doctoral student in the School of Education at The Hebrew University of Jerusalem. His research interests lie in the Sociology and Anthropology of Education, with his current work examining the subjectivity of ethnic and religious minorities in Israel's Christian schools utilizing international curricula.

**Laura Gasca** is an Assistant Professor of Spanish and Translation Studies in the Department of Modern Languages and Literatures at Fairfield University. She holds a Ph.D. in Hispanic Linguistics from the University of Houston and a M.A in Translation from Kent State University.

**Laura Karabassova** is a postdoctoral scholar at Nazarbayev University Graduate School of Education. Her research interest includes trilingual education and CLIL. She co-authored the book *“Teaching in Three Languages: International Experience and Recommendations for Kazakhstan”* and a chapter in *“Comparing Post-Socialist Transformations: Purposes, Policies, and Practices in Education”*

**Leo Schmitt** has an M.A. and an M.Phil. in linguistics from CUNY. He has taught ESL for over thirty years in Taiwan, Egypt, Argentina, USA, and the UAE. He currently teaches second language acquisition, teaching methodology, and linguistics at the New School. He is working on his doctoral dissertation.

**Leslie Maria Turpin** is a teacher educator. Her interests include teacher thinking and development and the cultural and language experience of refugees and immigrant language students. Her doctoral work explored children's experiences of their refugee parents' memories of place and examined how parents share/create these memories with their children through activities.

**Liesa Rühlmann** earned a Master of Education in Hamburg, and a diploma in American Studies at Smith College. Her exchange semester in Istanbul during her master's further deepened her interest in academic work, specifically the research on language hierarchies.

**Lisa Low** is currently a graduate student in Content and Language Integrated Learning at Hong Kong University. She has been in education for the last 24 years and more recently has become a school Principal in a dual language school in China. Her research interests are translanguaging pedagogy and CLIL pedagogy.

**Mara Queiroz** is a lecturer of Spanish at UNT Dallas. Mara coordinates the Spanish minor and is co-developing new Spanish degree options. She earned her Ph.D. in Spanish and Portuguese from Texas Tech University. Previously she coordinated the Portuguese program at UT Arlington, Texas.

**Marcin Sosiński** es Profesor en la Universidad de Granada con quince años de experiencia. Sus actividades se desarrollan en las áreas de Español como Lengua Extranjera, Fraseología y Sociolingüística. Desde hace más de diez años es profesor de español y de alfabetización en diversas ONG granadinas.

**Maria Bhattacharjee** has a doctoral degree in Bilingual Early Childhood Education and an MA in Instructional Design. She graduated from the Pedagogic Institute of Caracas, Venezuela. Her research agenda includes early literacy, curriculum development, and parental involvement. She currently works at the University of Houston/Downtown.

**María Fernández** es Profesora Titular en la Universidad de Burgos, España. Sus ejes de investigación están centrados en la orientación y la terapia familiar y la atención a la diversidad, enfocados en las necesidades socio-educativas en enfermedades crónicas y discapacidades y alumnado inmigrante.

**María Torres** holds an MA in Applied Linguistics and is a PhD candidate with a scholarship from the University of Lleida (Spain). Her work focuses on language and identity, minority languages, and sociolinguistics.

**Mariam Rayan** has worked as an English teacher for a big part of her life. She holds a Master's degree in Teaching English to Speakers of Other Languages from the American University in Cairo and is now in charge of the English Program courses offered by AMIDEAST in Cairo.

**Mark Covarrubias** was born and raised in East Los Angeles to immigrant parents from Zacatecas, Mexico. A first-generation student, he holds a BA in Business Administration, with an emphasis in Finance & Real Estate and a certificate in Economics from California State University Los Angeles. He is currently enrolled in an MA in Bilingual Education at Loyola Marymount University. He wishes to teach Math to English learners and help newcomer students overcome challenges.

**Marta Díaz-Ferro** es Licenciada en Filoloxía Galega en la Universidade de Vigo, donde realizó el Máster de Profesorado e inició sus estudios de doctorado en Estudos Lingüísticos. Su tesis doctoral pertenece al ámbito del bilingüismo infantil en la escuela y al análisis del discurso del mismo contexto.

**Miriam Jiménez** has been working as an instructor at the Universidad Europea de Madrid since 2012, where she has been the director of the Master's Degree in Bilingual Education since 2013. Her academic background includes a BA in Linguistics and her main research interests are related to Languages and Culture.

**Monishita Hajra Pande** is Assistant Professor in the Centre for English Language Education at Ambedkar University Delhi. She teaches proficiency courses and language theory courses. She is also involved in teacher training projects. Her research interests include English language teacher education, cross-linguistic transfer of skills, multilingual education and learner autonomy.

**Natasha Pérez** is Assistant Professor of Literacy at the University of Houston-Downtown. She received her PhD from Michigan State University in Curriculum, Instruction and Teacher Education. Her research focuses on the social contexts of language and literacy development amongst multilingual youth.

**Nayr Ibrahim** is Associate Professor of English Subject Pedagogy at Nord University in Norway. Her publications include *“Teaching Children How to Learn”* and her research interests include early language learning, bi/multilingualism, multiple literacies, language and identity, learning to learn, children's literature and children's rights.

**Olga Samsonova** holds two Masters Degrees, from Simferopol State University, Ukraine, and from Brooklyn College, USA. She recently earned her Ph.D. from Walden University, USA, specializing in Learning, Instruction, and Innovation. She is an educator with 20 years of teaching experience in adult continuing education and K-12 environments.

**Pablo Celada** es Profesor Titular de la Facultad de Educación de la Universidad de Burgos, es doctor en Ciencias de la Educación por la Universidad de Salamanca.

**Patricia Cabral**, from Buenos Aires, Argentina, moved to Kansas City, Missouri, 23 years ago. Her three teenagers attended a French immersion school and they speak three languages fluently. She has spent her entire time living in the US teaching in language schools. She has witnessed first-hand how learning a language and its culture opens doors in life.

**Peter Excell** is Professor Emeritus of Communications at Wrexham Glyndŵr University, Wrexham, Wales (UK), where he was Deputy Vice Chancellor until 2015. His academic interests are concentrated in the area of telecommunications, specifically wireless technologies, electromagnetics and antennas, plus broader interests in future communications applications and technological evolution.

**Rana Khan** works as an English Instructor at Algonquin College, Kuwait. She served TESOL Kuwait as its secretary and Conference Chair in 2017. She is also a member of Conferences Professional Council, TESOL International Association. She holds a Masters' in English and Business Administration with a teacher's certificate in CELTA.

**Rebecca Allen's** research focuses around international students, language learning and student persistence. As she is fluent in Spanish and Russian, her work focuses around the experiences of these immigrant and adoptee populations. She is interested in supporting students with disrupted education and equipping them to thrive in college settings.

**Roxana Taquechel-Chaigneau** was born in Havana, Cuba. She completed a Ph.D. in Linguistics at the University of Paris, Sorbonne Nouvelle, where she worked for the European project "Dynamics of Languages and Management of Diversity" (DYLAN). Years later, she completed a postdoctorate at Beijing Foreign Studies University.

**Sergio Adrada-Rafael** is an Assistant Professor of Spanish and Linguistics in the Department of Modern Languages and Literatures at Fairfield University. He holds a Ph.D. in Applied Linguistics from Georgetown University and a M.A in Hispanic Linguistics from San Diego State University.

**Sheryl Santos-Hatchett** is a Professor of Bilingual Education at UNT Dallas. Her professional experiences include Education deanships, ACE fellow, Fulbright scholar, and NYS Board of Regents fellow. She also served as an escort-interpreter with the U.S. Department of State and was a bilingual and Spanish teacher.

**Susana Gómez** holds a BA in Comparative Literature and a PhD in Education. She is an expert in Children Literature and Education.

**Thomas Terrence** is a medicine man of Cree descent who lives and teaches Cree culture, traditions and ways of life. He has sat under the tutelage of many Cree Elders and Grandfathers. He believes that a strong Cree identity and spiritual practice are key to holistic wellbeing.

**Yvette LaPayese** is an artist and mother-scholar to three high-spirited boys and a Professor and Associate Chair in the School of Education at Loyola Marymount University. She has numerous publications in the area of critical/feminist methodologies in education. Her most recent book is titled "*A Humanizing Dual Language Immersion Education.*"