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

Official Program
## Wednesday, July 5, 2017

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| 9:20-10:00 | **Plenary Session:** Erwin H. Epstein, Professor Emeritus, Loyola University Chicago:  
  *Education in Shaping National Identity and Consciousness: A Filter-Effect Theory of Schooling*

| 10:05-10:20 | Jesús Bárez, Francisco Ramos, Isabel Sanz:  
  *Welcome* |

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| 10:30-11:25 | **Language Policies**  
  William Robert Amilan Cook:  
  *Expatriate Populations and the Production of Scaled Language Policy*  
  Leonor María Martínez:  
  Christine Hahn:  
  *Making English Language Learning Culturally Relevant for Students in Latin American Countries*  
  Taryn U’Halie:  
  *Using Animal-Assisted Activities to Promote Trilingual Reading in Kazakhstan* | **Youth and Identity**  
  Patricia Cacho:  
  *When Race Encounters Youth in Place*  
  Ruth Harman:  
  *Cultural and Semiotic Processes of Bilingual Youth in an Arts! Youth Institute* |

| 11:30-11:50 | **Break** |

| 11:55-12:50 | **Lenguaje en Contextos Diferentes**  
  Joaquín Sueiro, Carlos Pazos:  
  *Lengua, Cultura e Identidad en la Enseñanza de la Lengua Española en Bachillerato en Puebla y Galicia: ¿Neutralidad o Cosmopolitismo?*  
  Beatriz Suárez, María Rosa Pérez:  
  *La Etnicidad en los Manuales de ELE: Tres Casos Concretos* | **Teacher Training in Different Contexts**  
  Noelia Plaza:  
  *Bilingual Teacher Training Through ICT and European Language Labeled Practices*  
  Bianca Vitalaru, Iulia Vescan:  
  *Cultural Differences in Academic Writing in Postgraduate Programs for American Teaching Assistants in Madrid* | **Identity in Language Programs**  
  Kristen McInerney:  
  *Serving Newcomer ELs in High School: Revealing Themes in Posted Online Public Blog Comments*  
  Lobat Asadi:  
  *Intercultural Communication Training as a Bridge Between Cultural Divides* |
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<td><strong>Perspectivas Interculturales</strong></td>
<td>Diana Bravo: El Componente Cultural en los Manuales de ELE&lt;br&gt;Vanessa Álvarez: Acercaimiento al Paisaje Lingüístico de Ávila: Señas de Una Ciudad</td>
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<td>Rebeca Elena Tapia, Eliphelet Rivera Cuayahuitl: Pre-Service Teachers’ Beliefs About Teaching English in an Indigenous Context&lt;br&gt;Jingjing Xu: Language Shift in a Japanese-English Bilingual Church in Southwest US</td>
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<td><strong>Refugees and Technology</strong></td>
<td>Theresa Bodon, Jean Bodon, Dharmesh Patel: Rediscovering Self-Identity Through the Medium of Mobile Phone Filmmaking: A Study that Explored the Self-Expressions of Refugees Living in Camps</td>
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<td><strong>Teachers’ Attitudes</strong></td>
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<td>Cao Thi Quynh Loan, Richard Bradley: Translanguaging in Triadic Communicative Practice: A Child’s Second Language Acquisition&lt;br&gt;Mark Landry: Gaming, Second Language Acquisition, and Student-Centered Learning</td>
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<td><strong>Teachers in Different Contexts</strong></td>
<td>Zeynep Aysan: An Insight into an Accomplished Expatriate EFL Teacher’s Teaching Practices and Identity&lt;br&gt;Fajer Al-Rashid: The Structure and Tenets of English Language Teaching in Kuwait</td>
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<td>Silvia Schnitzler: The Tango of Learning: Music, Culture and Language: Our Intangible Heritage&lt;br&gt;Javier Sepúlveda, Javier Espinoza: Beyond Performance: Exploring Identities and Histories Through Mexican Folklórico in a US Collegiate Setting</td>
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<td><strong>Social Hour (Optional). Venue TBA</strong></td>
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<td>Language Revitalization</td>
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<td>Cikigaq-Irasema Ortega:</td>
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<td>What’s in a Tongue for Early Grade</td>
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<td>Xenophobic Policies</td>
<td>Teacher Assistants and Culture</td>
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<td>Mexican-American Children in the 1930s</td>
<td>Iulia Vescan, Bianca Vitalaru:</td>
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<td>11:35-11:55</td>
<td>Break</td>
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<td>12:00-12:55</td>
<td>Linguistic Barriers</td>
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<td>Ronli Nissim:</td>
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<td>English in Hebrew: A Case Study</td>
<td>En el Médico: Expectativas Pragmáticas</td>
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<td>George Son Corpuz, Sara Bilimoria:</td>
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<td>Effects of the Language Barrier Faced</td>
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<td>1:05-2:00</td>
<td>Sheryl Santos-Hatchett, Mara Queiroz-Vaughn: Integrating Spanish Into the University Curriculum: A Case Study Candice Bland: Maximizing the Linguistic Repertoire of Heritage Learners Through Biliteracy</td>
<td>Myrna Iglesias, Magdalena Mejía: La Migración Familiar y la Preservación de las Lenguas: un Estudio en Nealtican Puebla México Estela Calero: La Imagen de los Hispanos en la Industria Televisiva y Cineasta de los Estados Unidos</td>
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<td>2:00-4:30</td>
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<td>CLIL</td>
<td>Literacy Development Literacy Through Global Education</td>
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<td>5:30</td>
<td>Social Activity (Optional): Visit to the Celtiberian city of Numancia*</td>
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*The Celtiberian city of Numancia lies 5 miles away from Soria. This year marks the 2,150th anniversary of the siege of the city by the Roman consul Scipio Aemilianus. We will provide more specific information about the visit in an upcoming email. In the meantime, feel free to visit: [https://numantinos.com/](https://numantinos.com/) for more information on the city (unfortunately, only Spanish is available on the website).
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<td>Luis Javier Pentón: A Spanish Literacy Program: An L1 Literacy Initiative in the Community</td>
<td>Tamara Robledo: How to Teach Immigrant Students While Maintaining Their Sense of Ethnocultural Pride and Identity</td>
<td>Teresa LaFromboise, Shadab Hussain, Nidia Ruedas-Gracia: Native American Adolescent Belongingness and Academic Engagement: Exploring Contextual and Individual Factors</td>
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<td>11:40-12:35</td>
<td><strong>Interculturalism in Teacher Training</strong></td>
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<td>Darin Earley: Integrating Culture and Context into Visual Arts Education</td>
<td>José García Moreno: Learning To Eat Sugar Skulls</td>
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<td>12:40-1:00</td>
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Cancellations

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

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

Kristina Eisenhower: Learning Mindfulness to Become Mindful Language Learners

Leo Schmitt: Sociolinguistic Insights into Chinese Adoption of English Names

Marta Baltodano: Ethnographies of Fear and Resistance Under Trumpism

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

Sonya Romero: Ethnic and Cultural Differences Between Teachers and Students

Addendum

Darin Earley: Integrating Culture and Context into Visual Arts Education

José García Moreno: Learning To Eat Sugar Skulls
Some nations seek to build national loyalties by using schools to diminish indigenous groups’ cultural specific features so as to induce them to believe that their distinctive character makes them incapable of betterment. To do so, schools filter negative images and replace them with favorable concepts of the dominant society. It is easier for children living in faraway areas to accept these school-promoted myths of the main culture. Research conducted in three different countries confirms the results of the filtering function of schooling.

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

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

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

Taryn U’Halie: “Using Animal-Assisted Activities to Promote Trilingual Reading in Kazakhstan”
Research in TESL/TEFL indicates reading literacy deficiencies are important to communities in multilingual settings, such as Kazakhstan. My work with a U.S. nonprofit, Intermountain Animal Therapy (IAT), and a Kazakhstan
nonprofit, Karaganda Canine Therapy, will establish a trilingual reading literacy program where citizens can read to dogs to improve their reading literacy in Kazakh, Russian, and English. The U.S. nonprofit will provide training materials to health-based professionals and volunteers of the Karaganda nonprofit to become certified through IAT to provide canine reading literacy services to citizens at venues such as libraries, schools, and orphanages.

**Room 3**

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

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

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

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

**11:55-12:50**

**Room 1**

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

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

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

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

**Room 2**

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

The objective of this paper is to analyze cultural differences in the context of academic writing considering the Spanish and American education systems in the program “Teach & Learn”, at the Instituto Franklin at the University of Alcalá, in Madrid. The program provides training and practice for language assistants students in Madrid schools. The papers submitted by students as part of their Master’s Thesis in the last three academic courses will be analyzed considering their topics and content, as well as their entire learning process, in order to establish specific needs, cultural expectations, and difficulties related to research and academic writing.
Kristen McInerney: “Serving Newcomer ELs in High School: Revealing Themes in Posted Online Public Blog Comments”
Caught by surprise, high school educational leaders struggle to provide adequate programming to help ELs, the fastest growing subgroup, as they acquire English and ultimately reach graduation. The Room for Debate Blog of the New York Times published a series on immigration and I conducted blog research to gain insight into public opinions. After coding the comments quantitatively, four themes surfaced to answer: How can school divisions provide an effective program for ELs to lead to graduation? Using Gee’s (2014) identity tools, four categories surfaced: stakeholders responding, their mention of No Child Left Behind, their preferred program design, and commonly held opinions.

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

Margaret Funke Omidire: “Teachers’ Classroom Practices and Multilingual Students’ Learning Experiences: An African Perspective”
Research has shown that teaching, learning, and assessment in English language within multilingual contexts often create various challenges for students. This paper reports on the findings of two studies in similar multilingual contexts conducted in Nigeria and South Africa. The findings suggest that the multilingual contexts are not adequately taken into consideration in the policy, lesson planning, and teaching methods employed with the students. The author therefore proposes the structured use of translanguaging. She also discusses the framework she has developed to facilitate the use of translanguaging in multilingual settings.

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

Diana Bravo: “El Componente Cultural en los Manuales de ELE”
En esta presentación se van a definir las nociones de cultura, multiculturalismo e interculturalidad en el aprendizaje de ELE. A su vez, se presentarán características sobre el aspecto sociocultural en los manuales de ELE según tres etapas: La primera, caracterizada por la inexistencia de la cultura. La segunda, en la que se empieza a introducir la cultura, pero la interpretación de esta es distinta de unos autores a otros. Por último, en la tercera etapa, la noción de cultura coge forma hasta llegar a hoy día, en que la cultura ha pasado de ser un contenido más en el manual a ser “el” contenido principal. Vamos a ver cómo se produce esta evolución, su progresión en el aprendizaje y las propuestas actuales, caracterizadas por una forma de aprender más intercultural.
Vanesa Álvarez: “Acercamiento al Paisaje Lingüístico de Ávila: Señas de Una Ciudad”
Con este trabajo pretendemos aproximarnos al paisaje lingüístico de Ávila (Castilla y León). Queremos comprobar si esta capital de provincia, de indudable carácter monolingüe, ha podido verse transformada lingüísticamente por dos factores de índice social; a saber, la visita de turistas (recordemos su cercanía geográfica con Madrid y el V Centenario de Santa Teresa en 2015) y la inmigración.

Room 3

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

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

Room 1

Theresa Bodon, Jean Bodon, Dharmesh Patel: “Rediscovering Self-Identity Through the Medium of Mobile Phone Filmmaking: A Study that Explored the Self-Expressions of Refugees Living in Camps”
This project aimed at giving a voice and freedom of expression to refugees living in French camps. With our participants, we learned together about the socio-cultural and socio-political aspects of life as a refugee and our shared worldviews amongst our societies. We attempted to gain the least Eurocentric perspectives by way of encouraging them to illustrate their views utilizing cell phone cameras, and teaching them how to construct their stories. The objective was to engage the participants in pro-social activism to eradicate prejudice and stereotypes against refugees worldwide.

Room 2

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

Aziza Restu Febrianto: “Teaching English in Poor-Learning Environments: A Study of EFL Teachers in Indonesian Deprived Schools”
Some educational research has shown that teachers’ attitudes play a crucial role in successful teaching. According to some researchers (Hargreaves, 1994 and Freeman, 1990), teachers’ performance in class is shaped by “minds” and “attitudes”. Freeman (cited in Clemente, 2001) maintains that attitudes may be considered the cause of teachers’ success or failure. This empirical study investigates the effect of EFL teachers’ attitudes towards their school
environment in their classroom teaching practices in the most deprived and disadvantaged places of East Nusa Tenggara, Indonesia. The participants involved in the study were eight pre-service EFL teachers.

Room 3

Cao Thi Quynh Loan, Richard Bradley: “Translanguaging in Triadic Communicative Practice: A Child’s Second Language Acquisition”
This paper argues that translanguaging functions as bilinguals’ selection of linguistic and cultural resources available to them to realize their communicative intentions. Our data are taken from an investigation of the request realization of a bilingual child in her spontaneous interactions with her Vietnamese mother and her European-American father in her home in Ho Chi Minh City, Vietnam. Despite language-specific differences between American English and Southern Vietnamese, the two languages provide a similar range of linguistic and cultural resources for the child to draw on to realize her communicative intentions.

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

6:05-7:00

Room 1

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

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

Room 2

Valerie Butrón, Margaret McGregor: “Our Journey to America: An English Learner Documentary”
We will share how faculty and staff at several of Chicago's most culturally and linguistically diverse schools are integrating technology into their ESL curriculum in order to meet the unique needs of newcomer, immigrant, and refugee students. We will examine the specific strategies and practices that teachers have employed to help students describe their personal journeys through videos, interviews, writings and collaboration. This presentation will include viewing the documentary that a group of 29 students in an ESL high school classroom representing 12 countries and 15 languages collectively wrote, filmed, and produced.
As stated by the UNESCO, cultural heritage is not limited to material manifestations. Being Argentinean professionals of EFL we feel we can help safeguard our identity by including the tango in our language lessons. Some notions of both the origin of the music and dance and its significance worldwide are provided in the syllabus. The benefits of tackling this topic are twofold: On the one hand, learners acquire English while strengthening a sense of identity; on the other, different intelligences are activated. Positive values of respect, cooperation, integrity, self-esteem and otherness are developed in a safe learning environment.

Though Mexican folk dance, or “folklórico,” has proliferated across the Southwest United States since the 1970s, it has received limited scholarly attention. In the collegiate setting, folklórico has been used as a tool to demonstrate cultural pride by children of migrants, particularly on predominantly white campuses. This panel will explore the political and social implications when this expression is removed from its traditional context and observed within the university setting. Under the current presidential administration, what realities can this art form be used to express for students of Mexican descent? Are there gaps in the narratives portrayed through folklórico?
Cikigaq-Irasema Ortega: “STEAM from an Alaska Native Knowledge Perspective”
In this presentation, we will share the story of a five-year community engagement curriculum project developed by Cup’ik immersion teachers and a Science Education faculty member. For the past five years, we have embarked in a community driven, mutually informed collaboration to revitalize the Cup’ik language, cultural practices and sense of place. This presentation exemplifies a change in the narrative of mandated western hegemonic curriculum in indigenous schools. Our work is guided by the Alaska Native Elders idea of two rivers of knowledge and examines the role of traditional knowledge and culture in school settings (Barnhardt & Kawagley, 2011).

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

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

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

María Asunción Barreras: “El Inglés en la Escuela Inclusiva”
Se explicarán las características generales del alumno de primaria para centrarse en la enseñanza del inglés con alumnos invidentes, alumnos con dislexia, y alumnos procedentes de otros países, para quienes es la primera vez que se encuentran con una clase de inglés o para los que el inglés es su segunda lengua y, consecuentemente, tienen un nivel superior. Se darán directrices para el tratamiento con cada uno de estos alumnos, que requerirá una adaptación y una flexibilización de grupos, además de contar con los recursos humanos necesarios.
**10:35-11:30**

**Room 1**

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

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

**Room 2**

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

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

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

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

**Room 3**

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

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

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

La Asociación de Desarrollo Comunal apuesta por trabajar desde la articulación de la perspectiva de género con la perspectiva de la interculturalidad, con la finalidad estratégica de analizar las relaciones de género en un determinado
contexto social. Se presentarán los principales resultados y las lecciones aprendidas del proyecto, que tuvo como finalidad contribuir a mejorar las condiciones laborales y de vida de las trabajadoras del hogar de la Región Lima, a través de una estrategia de formación especializada, asesoría, sensibilización principalmente a las trabajadoras del hogar, así como a las organizaciones que ellas conforman y representan.

12:00-12:55

Room 1

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

George Son Corpuz, Sara Bilimoria: “Documenting the Effects of the Language Barrier Faced by Hispanic Immigrants Within a Medical Setting”
This paper focuses on the patient aspect of obstructed medical communication. Through a series of in-person and anonymous interviews, we would like to measure the extent to which primarily Spanish-speaking patients face dissatisfaction and insufficiencies in their healthcare. The goal is to garner more attention to this underrated issue and make medical practitioners aware (especially in Southern California) of the need to communicate better with patients who are not able to understand English completely. In doing so, we address issues such as the correlation between linguistic barriers and its effect on a patient’s medical literacy.

Room 2

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

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

Room 3

Alaska Black-Hults: “Conflating Disability with Bilingual/Biliteracy Development”
This presentation is based on a qualitative study grounded in a researcher-designed professional development course in a rural, rapid-influx, school district. Participants were elementary and secondary teachers and a district guidance counselor. Using discourse analysis based on eight hours of discussion and weekly written responses by participants, I trace a shift in discourse from one that clearly conflates low English-language proficiency with disability to a discourse that recognizes student capability and the role of instructional design and assessment in the English language development of their students. Language ideology, policies, and practices, and their implications for teacher education, are integral to the discussion.
**Room 1**

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

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

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

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

**Room 2**

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

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

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

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

**Room 3**

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

Informaremos sobre el impacto de la migración familiar en la conservación de la lengua indígena, náhuatl, y el fortalecimiento de la lengua adquirida, el inglés, en una comunidad cuya población incluye hablantes de español como lengua de herencia y hablantes retornados de Estados Unidos. El análisis es el resultado de una investigación participativa con niños y jóvenes con perfiles lingüísticos variados: Monolingües en español, bilingües en español y náhuatl y trilingües en náhuatl, español e inglés. Se da cuenta de las actividades llevadas a cabo durante más de cinco años de colaborar con dos escuelas y de trabajo comunitario en Nealtican Puebla México.
Estela Calero: “La Imagen de los Hispanos en la Industria Televisiva y Cineasta de los Estados Unidos”
La imagen de los hispanos en las series televisivas y en los largometrajes de la industria estadounidense es habitual y, actualmente, encontramos una gran variedad de shows que cuentan, al menos, con un personaje que refleja ascendencia latina, como "Modern Family" y "Orange is the New Black". En esta comunicación pretendemos explorar cómo es la imagen que proyectan los hispanos en las series y largometrajes, para determinar el impacto, ya sea positivo o negativo, que puede recibir la sociedad hispana de Estados Unidos. Analizaremos tanto los estereotipos más empleados por Hollywood, como los proyectos que buscan un cambio de situación.

4:30-5:25

Room 1

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

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

Room 2

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

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

Room 3

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

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

Room 1

Luis Javier Pentón: “A Spanish Literacy Program: An L1 Literacy Initiative in the Community”
Non-profit organizations are safe havens in the community, where immigrants can find support during their transitional period in the United States. Many of these organizations have educational programs that focus on teaching ESL classes and on preparing immigrants to take the citizenship exam. Due to lack of resources and lack of knowledge about effective teaching practices, these organizations seldom offer literacy classes in the adult learners’ native language. This study explores the benefits and challenges associated with incorporating a pilot Spanish literacy program at a non-profit organization located in Baltimore, MD.

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

Room 2

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

Jim Berger: “Cultural Factors in Higher Education Instruction: An Analytical Review of the Literature”
This session examined empirical research regarding cultural differences in the higher education classroom. Learners and instructors enter classrooms with certain cultural values and, when cultural expectations are not met, learners can become frustrated and disengaged from the learning process. This session will define cultural constructs and review research studies, using validated instruments, across four themes: Authority, knowledge, learning, and time
perspectives. Participants will gain a better understanding of how such differences between learners and instructors can impact the success of learning in higher education classrooms and explore directions for future research.

**Room 3**

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

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

**11:40-12:35**

**Room 1**

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

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

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

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

**Room 2**

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

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

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

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

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

José García Moreno: Learning To Eat Sugar Skulls

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

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

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

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

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

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

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

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

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

**Caili Mei, Le Tao Shanghai Education in Technology Co., Ltd.**, holds degrees in English and International Business from Xi’an International Studies University and is enrolled in an Interpretation Licensure Program at Boston University. She currently works in China at Le Tao Shanghai Education in Technology Co., Ltd. as a producer, writer and director of educational programming for both children and adult English language learners. Her expertise is in using cultural references to teach oral language through lens of American life.
Candice Bland, Universidad de Córdoba, has 17 years of experience as a Spanish Teachers in the New Jersey public school system. In her position, she has been able to touch the lives of numerous students and, in turn, has been motivated day after day to provide the most appropriate educational experience for the future leaders of this world.

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