# TABLE OF CONTENTS

**WELCOMING ADDRESS** ................................................................................................................................. 1

**KEYNOTE ADDRESSES................................................................................................................................. 3**

**Keynote 1:** Translanguaging entre mundos and language education .................................................................. 3
  Ofelia García

**Keynote 2:** Looking deeply at independent learning ....................................................................................... 4
  Shirley Brice Heath

**Keynote 3:** Researching and teaching the continua of biliteracy .................................................................... 4
  Nancy H. Hornberger

**INDIVIDUAL PRESENTATIONS.......................................................................................................................... 5**

From monolingualism to multilingualism: New language policy in Taiwan .......................................................... 5
  Ching-Yu Na

Native American counter-significant metaphoricity: A stylistic analysis and critique of Sherman Alexie's poetics of resistance ............................................................................................................. 5
  Ghulam Murtaza & Tasawar Abbas Shah

MLC: There’s no place I’d rather be... .................................................................................................................. 6
  Leanne Evans & Tania Habeck

Acquiring word recognition through reader’s theatre in EFL at an elementary school in Taiwan ..................... 6
  Ching-Yu Na

Connecting preservice language teacher education to classroom practices ......................................................... 7
  Doaa Rashed

We CAMPED in the university classroom: Are the preservice teachers camping in their classrooms? ............ 7
  Sandra Slaughter

Disciplinary voices and membership construction in international teaching assistants’ instructional interactions in physics classrooms .......................................................................................................................... 8
  Yi-Ju Lai

Breaking the functionalist mold in Korea: Designing curricula for critical language awareness and World Englishes ........................................................................................................................................... 8
  Amanda Swearingen

Cultivating ecological generosity and sustainability in elementary youth and student teachers via children’s books ........................................................................................................................................... 9
  Laura Liu

The literacy socialization of advanced L2 Chinese learners in a Flagship program .............................................. 9
  Yingling Bao
<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bringing about equitable education through Indigenous literacies</td>
<td>Henry Hne</td>
<td>10</td>
</tr>
<tr>
<td>Translanguaging identity across the academic border</td>
<td>Idalia Nuñez</td>
<td>10</td>
</tr>
<tr>
<td>Español, el idioma de nosotros: Mexican-American parents' perspectives on home literacy practices</td>
<td>Anne Garcia, Trish Morita-Mullaney, Wayne Wright &amp; Jennifer Renn</td>
<td>11</td>
</tr>
<tr>
<td>International students making sense of their learning in an ACLP class at a US university</td>
<td>Xinyue Zuo</td>
<td>11</td>
</tr>
<tr>
<td>¡Seamos puentes! An autohistoria for creating a bridge between Chicanx studies and Spanish language/culture learning/teaching in San Antonio, Texas</td>
<td>Carlos Martín Velez Salas</td>
<td>12</td>
</tr>
<tr>
<td>Speaking Spanish in preschool: Ways of exploring feelings about language learning with young children</td>
<td>Amara Stuehling</td>
<td>12</td>
</tr>
<tr>
<td>Proliferation of literacy levels through culture comparisons: A case of IsiZulu at Indiana University</td>
<td>Betty Dlamini</td>
<td>13</td>
</tr>
<tr>
<td>The use of digital technologies to promote intercultural communicative competence in less-commonly-taught language classrooms</td>
<td>Umida Khikmatillaeva</td>
<td>13</td>
</tr>
<tr>
<td>English learners' parental attitudes about their children's educational experience</td>
<td>Ximena Uribe-Zarain</td>
<td>14</td>
</tr>
<tr>
<td>Shifting language ideologies of secondary education teachers in a cohort-based master's program for cultural/linguistic diversity</td>
<td>David Nieto &amp; Kimberly Strong</td>
<td>14</td>
</tr>
<tr>
<td>Building a new bridge: Finding better ways to talk about adult literacy</td>
<td>Amy Pickard</td>
<td>15</td>
</tr>
<tr>
<td>Spanish heritage language teacher training: Perception versus reality</td>
<td>Cynthia Ducar</td>
<td>15</td>
</tr>
<tr>
<td>Methods as interpretation, not application: Water far away will not put out fires close by</td>
<td>Faridah Pawan</td>
<td>16</td>
</tr>
<tr>
<td>Lifelong learning and teacher self-development in technology integration: An autoethnography</td>
<td>Jakraphan Riamliw</td>
<td>17</td>
</tr>
<tr>
<td>Exploring critical literacy practices with teacher educators in a language teacher education program</td>
<td>Deyssi Acosta Rubiano</td>
<td>17</td>
</tr>
<tr>
<td>Exploring South Korean elementary EFL learners' construction of investment: The roles of student-centered instructional strategies</td>
<td>Hyona Park</td>
<td>18</td>
</tr>
</tbody>
</table>
Cruzar fronteras in academic spaces: Transgressing “the limits of translanguaging” .......................................................... 18
Brendan O’Connor

Language teacher identity development: Reflective conversation model .......................................................... 19
Vesna Dimitrieska

Challenges and opportunities for assessing intercultural competence .......................................................... 19
Angie Woods, Teresa Roig Torres, & Debbie Page

Inducing change in the schools’ way of teaching reading and writing: Project in progress ........................................... 20
Kinga Białek & Magdalena Swat-Pawlicka

Understanding cultural themes in Chinese American young adult literature .......................................................... 20
Pengtong Qu

Exploring Arabic EFL learners’ attitudes towards utilizing Second Life virtual game as a collaborative and motivational learning tool .................................................................................................................. 21
Ebrahim Bamanger & Amani Gashan

What do we know about “how” students learn through out-of-class activities? ................................................... 21
Ruedeerath Chusanachoti

Self-enrichment discourse and self-learning practices by adult language learners in a South Korean English study group .................................................................................................................. 22
Jay Jo

“How do you know what fish enjoy?” Doing ethnographic research in second language writing studies ............... 23
Zhaozhe Wang

Instructional practices in pilot dual language immersion programs .......................................................................... 23
Vesna Dimitrieska

Digital storytelling: One student’s story and implications for praxis ........................................................................ 24
Christina Romero-Ivanova, & Michaela Norwich

Representations of Asian-American identity in children’s literature and beyond ............................................. 24
Joanne Yi

Discursive construction of “swag” in Korean popular cultures ................................................................................. 24
Jae-hyun Im

Revisiting critical situations to understand the types of cultural and language preparation international graduate students need prior to arrival at their host institutions ........................................... 25
Natalia Ramirez Casalvolone & Hazel Vega Quesada

Federal educational policy discourse and the (im)mobilization of adult “illiterates” ........................................... 25
Jessica L. Bannon

The evaluation of teacher training programs in the United States of America in terms of student-centered practices used in the lessons ........................................................................................................... 26
Ayşe Elitok Kesici & Barış Çavuş

Obtaining education: Choices for rural girls in Mali ............................................................................................... 26
A’ame Joslin
Belle Joined our tribe: Exploring the language and identity of a mother of a child with IDD ........................................27
Lauren Wendling

Identity(ies), access, and power relations in field research and language learning in Jordan ........................................27
Shahreena Shahrani

TESOL graduate students’ perceptions of issues regarding World Englishes in Korea and Thailand .................28
Hohsung Choe & Malinee Prapinwong

“I can’t figure it out, just tell me what to teach”: Analysis of Thai EFL teachers’ perceptions of the CLT approach in the National Language Curriculum ..................................................................................................28
Rudeerath Chusanachoti & Malinee Prapinwong

The standard-based English curriculum in Thailand: Which direction should we go next? ...............................29
Malinee Prapinwong & Rudeerath Chusanachoti

Cham language literacy in Cambodia: Recovery and prospects for the future .........................................................29
Alberto Perez Pereiro & Jorge López Cortina

Translanguaging as a desirable pedagogical practice in the L2 writing classroom .................................................30
Parva Panahi Lazarjani

A maker movement shift: Ceramics, New Literacy Studies and multiliteracies in a semistructured makerspace .................................................................................................................................30
Casey Pennington

Using flexible sequencing and “significant learning” to boost retention and recruitment ........................................31
Deborah Schocket

Inclusive writing instruction for shelter youth: A community-based research project ..........................................32
Jennifer Mason

The culture of native languaging: Language designation in primary dual language classrooms .....................32
Rachel Snyder

Analyzing Washington state’s bilingual education laws: A critical race perspective ..........................................33
Rachel Snyder

Multilingual college students’ reading and analysis of multimodal texts: Discourses, interpretations, and experiences ........................................................................................................................33
Zawan Al Bulushi

Spanish foreign language teachers’ views on heritage learners’ linguistic repertoires ....................................34
Leslie Smith

Identity and professional development of first-year NNES teachers: A comparative case study ....................34
Xin Chen

Beyond peer review: Collaborative learning in ESL writing courses .................................................................35
Kirstin Helström

Exploring teachers’ practice in land education and reconciliation ......................................................................35
Christine Bridge
Reflective or recursive practice: Investigating teacher identity through zine ........................................ 36
Summer Davis

Translingual franca Chinese: The development trend in the 21st century ........................................ 36
Jing Lei

The impact of translingualism in literacy, culture, and language education ....................................... 37
Jes Alana Stewart

Institutional gatekeeping, literacy assessment, and homeschooling: Exploring the complexities of literacy learning and assessment in the home “schooling” environment ........................................ 37
Angela Moon

Language choice: Super-structure vs agency ....................................................................................... 39
Virak Chan

Parental attitude to the Tiv language as a medium of instruction in junior and secondary school in Benue State, Nigeria ............................................................... 39
Umar Saje

Exuberance moderates the relation between effortful control and 1st-grade reading achievement: A longitudinal study of the relation between temperament at 54 months and reading achievement from 1st through 5th grade .................................................. 40
Rachel Gross

Using LGBTQ picture books in the classroom: An exploration of preservice teachers’ heteronormative attitudes ........................................................................................................ 40
Jennifer Conner & A’ame Joslin

Linguistically diverse writing teachers’ translingual, transnational, and transdisciplinary negotiations in the composition classroom: Insights into teacher education ........................................ 41
Cristina Sanchez-Martin

Malaysian EFL learners’ perceptions of collocations: IIUM students as a model ................................ 41
Ali Al-Halawani

Hypermarginalized refugees: The linguistic and physical infrastructural barriers among refugee communities in Indianapolis ................................................................. 42
Lydia Lahey

Translingual practices for pronunciation improvement in a mobile application in Korea .................... 42
Yoo Young Ahn

Language of instruction: Implications for early grade reading programs in multilingual contexts 43
Adrienne Barnes

Du Iz Tak? The impossibility of linguistic erasure ............................................................................ 43
Barbara Dennis

Home-school literacy: From preschoolers to young adults .............................................................. 44
Mukhlis Abu Bakar

A prototype m-learning design for ESP adult learners in workplace settings ................................ 44
Roberto Rojas Alfaro
Brown Sahibs in a virtual world: Netnographic and onsite observations of an online forum ........................................45
Suparna Bose

The nature and impact of English loanwords in French written texts and advertisements and the perceptions of the Francophone readership ..........................................................45
Antoinette Barffour

Speaking proficiency in a hybrid environment ........................................................................................................46
Daniela Ortiz

Europeanized Mandarin and translation teaching, based on the bilingual environment of Singapore ............46
Mengyi Sun & Feng Cui

Multiliteracies, translingual practice and English as a lingua franca: Decolonizing language teacher education in Brazil ........................................................................................................47
Isabel Cristina Vollet Marson

Afghan refugee children in Pakistan: A closer look at language and literacy in a first asylum country ........47
Assadullah Sadiq

The contested discourses of yoga, youth and urban schooling ..............................................................................48
Janet Johnson

Becoming transnationals: Education immigrants' translingual practice and negotiation of identities in transnational space .........................................................................................................48
Sary Silvhiy

Literacy biographies: Case studies of three multilingual university students .........................................................49
Lynn Ishikawa

An Interdisciplinary call to arms: The pedagogical use of poetry in L2 education ..............................................49
Anastasia Boldireff

Mirrored reflections: Bilingual education teacher candidates co-opting biliterate practices ................................50
Carmen R. Cáceda

Endeavors and struggles: A primary school EFL teacher's CALL practices in new digital classrooms ..........50
Qi Li

Representations of African-American family life and love in picture books about autism ................................51
Arnell Hammond

Connecting home storytelling to English learning through imagined worlds and oral traditions .................51
Beth Lewis Samuelson, G. Yeon Park, & Simon Pierre Munyaneza

Designing an ESP course around the tenets of intercultural rhetoric and translingualism to support internationally trained healthcare practitioners in the US ........................................................................52
Esen Gokpinar-Shelton

Becoming an engineer: Discourses and identities among Latinx engineering students on the US-Mexico border ........................................................................................................................52
Helena Mucino
“Cultural literacy and pluralism” at Islamic schools in the USA .................................................................53  
Derya Dogan

Language teaching policies and practices in the Turkish EFL context and the effects on English teachers’ motivation ........................................................................................................................................53  
Emre Basok

Voices of beginning college students on academic probation: A classroom ethnography .............................54  
Melissa Brundick McNabb

From multi- to trans-: Exploring the limits of disciplinarity ...........................................................................54  
Barbara Dennis

Refocusing privilege in high school literature to a socially just classroom .......................................................55  
Dee Degner

The concomitants in a multicultural class: An example of 5th grade .............................................................55  
Asiye Demir

“No son fourth grader-y enough:” Test prep in a bilingual classroom .............................................................56  
Karla Venegas

Exploring collaborative early literacy learning: An ethnographic case study of weekly iPad activities ..........56  
Iva Son

A critical examination of terminology used to identify and represent culturally and linguistically responsive research and practice ........................................................................................................57  
Leanne Evans, Kelly Kloth, Crystasany Turner, & Molly Wolk

Language practices of Andean women in Peru: Understanding resilience in the periphery ...........................57  
Laura Valdiviezo

Examining the dialogue of preservice teachers (PSTs) within voluntary university club spaces established to address urban education needs: A fieldwork project ........................................................................58  
Breanya Hogue

Parental awareness and children’s literacy: A bedrock for improving reading ability among Nigerian children ........................................................................................................................................58  
Mohammed Bello Umar

The voices of Chinese-Americans in young adult literature ..........................................................................59  
Jingshu Chen

A case study of four first- and second-level Mandarin Chinese immersion program students: Examining level of investment in learning the target language and degree of global competence ........................................................................59  
Geoffrey Hoffmann

Understanding language loss and its relationship to language acquisition and power in multilingual settings: A case study on how identity formation is muted in our classrooms ...........................................................................60  
Victoria Visueta & Porfirio Loeza

The dynamic between Turkish language policy and language experience of Kurdish people in Turkey ..........60  
Aslihan Guler
Uncovering contemporary Latinx children’s literature: A journey into inquiry and understanding
Erin Moira Lemrow

Validating the transcultural identity in the Spanish for fluent speakers classroom
Aracelis Nieves

El desarrollo léxico del Quechua de Tarabuco en el contexto de la colonización lingüística
Pedro Plaza-Martínez

Analysis of music curricula in secondary schools between 1994-2018
Ilhan Özgül

ROUND TABLES

When English is better: Heritage speakers of Spanish and Chinese in bilingual medium schools. An Indiana case study
Nan Zhang & Trish Morita-Mullaney

Indiana English language learner (ELL) preparation white paper: Key priorities
Trish Morita-Mullaney, Donna Albrecht, Susan Adams, & Katie Brooks

Saussure, Vygotsky, and Bourdieu: Contemporary applications to language, literacy and culture
Charmian Lam, Aj Asomani-Adem, Nadia Alqahtani, Suparna Bose, Karen Nguyen, & Casey Pennington

Practical applications for cultural awareness and identity formation in contemporary global classrooms
Charmian Lam, Aslihan Arzu Guler, Natalia Ramirez Casalvolone, Suparna Bose, & Weejeong Jeong

Twitterchats and team glitter: New Literacies and communities of online professional development
Summer Davis, Jeannette Armstrong, Charmian Lam, Erin McNeill, & Casey Pennington

Multimodal learning opportunities in history: How middle school students contextualize a historical event through multimodal interactions
Hyeju Han

CAMPED through the eyes of preservice teachers in their field placements
Sandra Slaughter, Emily Medsker, Adam Pate, Ethan Worthington, (Ariana) Yaxian Sun, Olivia Watson, & Madeline Storz

Translingual practices between English L2 users and English L1 speakers in online marketplaces
Jae-hyun Im & G. Yeon Park

Rethinking victory narratives
Beth Samuelson & Bita Zakeri

PANEL PRESENTATIONS

Designing teaching and learning through the prism of children’s plurilingualism: Theory, practice, partnership and policy
Introduction: Teaching and learning through the prism of children’s plurilingualism, Gail Prasad
Shifting classroom language policies and practices: Conceptualizing classrooms as spaces of multilingualism, Esther Bettney & Jungwon Hyun
On multilingual texts: Designing multilingual language awareness activities using children’s literature, Sandra Descourtis & Asmahan Sandokji
Parents as multilingual experts: On family engagement in multilingual literacy-based projects, Amanda Clarahan

Research in the online professional development of language teachers ..........................................................69
Faridah Pawan & Leslie Smith

Towards a pedagogy of engagement and participation: Implementing a literacy-oriented curriculum in three Modern Greek classrooms .................................................................................................................70
Engaging students beyond the classroom: The pursuit of interculturality through news headlines, Elissavet Amanatidou
The politics and challenges of a disciplinary shift towards engaged and critical pedagogies, Despina Margomenou
Fostering transcultural understanding & intercultural competence in the LCTL classroom, Nikolas P. Kakkoufa

Considering critical cosmopolitanism in the classroom: Promise, potential, and predicaments ..................71
Overview and conceptual framework: Cosmopolitan literacies as social activism, Kerry Armbruster & Mary Beth Hines
Critical cosmopolitanism: Empathy, negotiation, and hospitality in South Korean EFL, Maria Lisak
Red fish, blue fish: Understanding self and other through read-alouds, Jeannette Armstrong
Cultivating cosmopolitan orientations in Korean university students: An initial foray, Lindsay Herron
Critical service learning as a social justice pedagogy: Cultivating empathy and empowerment within the community college English classroom, Alexandra Fields

INTERACTIVE WORKSHOPS .................................................................................................................................. 73

Remixing Frankenstein: Using hip hop literacies to “dissect” Romantic literature ......................................73
Adam Henze

Unschooling and equity teaching practices and community literacy: #blacklivesmatter ................................73
Darolyn Jones & Michael Baumann

Inclusion in the academy: Linguistic diversity and affirmations .................................................................74
Simone Francis

Mastery learning in the classroom: Concept maps, critical thinking, collaborative assessment (M3CA) using multiple choice items (MCIs) ........................................................................................................74
Elham Zandvakili & Ernest Washington

Irony and chaos as structural devices in Cormac McCarthy’s "The Road": How classical rhetorical devices and their effects within ironic and chaotic contexts create order and power in the mind ..........75
Chris King

One class, many levels: Engaging students in the context of a desequenced language curriculum ............75
Elizabeth Voss

Integrating technology into language learning ...............................................................................................75
Penny Ma

The digital transmedia magazine project: What is it and how can it be used to support readers and writers with 21st-century literacy skills? ........................................................................................................76
Jennifer Conner
Building multilingual language awareness in the classroom .................................................................77
Amanda Clarahan & Gail Prasad

Technology in the classroom: Using digital tools in conjunction with young adult literature ................77
Neil Klein

Adventure role playing for language development ...............................................................................78
Paul Johnson

POSTER SESSIONS .......................................................................................................................... 78

Capitalization and integration of game-based learning in ESL classrooms ........................................78
Megan Cooper

Making meaning together: Second graders negotiate diverse perspectives using drama and picture books ...79
Amanda Deliman

The impact of adding a visual mode of sense-making on vocabulary acquisition and retention in an upper elementary classroom ........................................................................................................79
Ishwarya Iyer

Exploring the factors influencing ESL teacher professional identity: A mixed-methods study ..............80
Doaa Rashed

Valuing different aspects of student discourse in a classroom discussion .............................................80
Teresa Sosa & Allison H. Hall

Feminie: The world of women in picture books ....................................................................................81
Dee Degner

Reconsidering diversity in a hybrid language class ..............................................................................81
Daniela Ortiz

Creating books together: How students, families, teachers and researchers collaborate to create multilingual and multimodal books ........................................................................................................82
Asmahan Sandokji, Esther Bettney, & Gail Prasad

Fostering children’s language awareness: Designing multilingual activities around children’s books to develop plurilingual competence ........................................................................................................82
Sandra Descourtis & Gail Prasad

Building a sense of community: Strategies and experiences for addressing resistance and fear in a first-year seminar ..............................................................................................................83
Ann Ellsworth

LDS missionary’s nine-week language acquisition: The missionary training center ..........................83
Elizabeth Basok

Lessons learned: Planning for and implementing Indigenous language immersion programs .............83
Brandon Locke
WELCOMING ADDRESS

The Department of Literacy, Culture, and Language Education (LCLE) in the School of Education at Indiana University-Bloomington invites you to participate in the First International Conference on Literacy, Culture, and Language Education (ICLCLE) to be held on 5-7 October 2018 in the W. W. Wright Education Building, Indiana University-Bloomington, USA.

The First International Conference on Literacy, Culture, and Language Education (ICLCLE) is a multi-, inter-, and transdisciplinary event that will bring together researchers, educators, scholars, instructors, practitioners, activists and graduate students from around the world. This international conference includes research, pedagogy, and practice about diverse issues in language, literacy, and culture in education. The participants in this conference will be involved in a local and global dialogue and exchange of ideas, research, and experiences on the themes of the event.

As members of the Organizing Committee, it is our great honor to welcome all participants to the ICLCLE 2018 Conference at Indiana University, Bloomington IN, USA.

Yours sincerely,

The ICLCLE 2018 Organizing Committee
KEYNOTE SPEAKERS

Ofelia García, Graduate Center of the City University of NY
Shirley Brice Heath (Professor Emerita), Stanford University
Nancy H. Hornberger, University of Pennsylvania

ORGANIZING COMMITTEE

Steering Committee

Serafín M. Coronel-Molina (Chair), Indiana University
Mary Beth Hines, Indiana University
Hilary Kahn, Indiana University
Elizabeth Konwest, Indiana University
Martha Nyikos, Indiana University
Ray Smith, Indiana University
Teresa Sosa, Indiana University-Purdue University Indianapolis

Program Committee

G. Yeon Park (Co-chair), Indiana University
Jes Alana Stewart (Co-chair), Indiana University
Suriati Abas, Indiana University
Hajar Al Sultan, Indiana University
Ryan Batsie, Indiana University
Yoon-Kyoung Chae, Indiana University
Xin Chen, Indiana University
Aslihan Guler, Indiana University
Traci Jordan, Indiana University
Simon Pierre Munyaneza, Indiana University

SCIENTIFIC COMMITTEE

Gerald Campano, University of Pennsylvania
Marilda Cavalcanti, Universidade de Campinas, Brazil
Rodolfo Cerrón-Palomino, Pontificia Universidad Católica del Perú
Llorenç Comajoan, Universitat de Vic – Universitat Central de Catalunya
Hakan Dedeoglu, Hacettepe University, Turkey
John Edwards, St. Francis Xavier University and Dalhousie University, Canada
Gülay Ekici, Gazi University, Turkey
Mustafa Yunus Eryaman, Çanakkale 18 Mart University, Turkey
J. César Félix-Brasdefer, Indiana University
Salih Zeki Genç, Çanakkale 18 Mart University, Turkey
Rainer Enrique Hamel, Universidad Autónoma Metropolitana, Mexico
Rosaleen Howard, Newcastle University, UK
Selman Tunay Kamer, Kastamonu University, Turkey
M. Carme Junyent, Universitat de Barcelona
Bradley A. Levinson, Indiana University
Michael Long, University of Maryland, College Park
Luis Enrique López, EDUVIDA, GIZ, Guatemala
Marilyn Martin-Jones, University of Birmingham, UK
Teresa L. McCarty, University of California, Los Angeles
John H. McDowell, Indiana University
Language education, whether considered “second,” “bilingual,” “foreign,” “heritage,” or “native,” leaves out the possibility that students could live entre mundos. And yet, in most language classrooms today students are living and speaking in borderlands that do not correspond to the nation-state’s definitions of what is “native,” what is “foreign,” or even what is “bilingual.” This presentation focuses on imagining what language education might look like if we started from the entre mundos of students’ lived and linguistic realities. This entre mundos requires the sociolinguist and the educator to differentiate between the internal language system of speakers that are always mobile, and the external named language that is often the object of instruction. Translanguaging refers to this theoretical position, a position that requires sociolinguists and educators to move across, and beyond, the boundaries of named languages to take into account and privilege the language of people.

To advance language education it would be necessary for educators to take up translanguaging. Through three classroom examples, we show how a “foreign language” teacher, a “second language” teacher, and a “bilingual” teacher miss opportunities to engage students’ languaging and to enhance learning because they see language solely as “English” or “Spanish,” which are autonomous and separate. The presentation shows how it is possible to take up translanguaging so that students appropriate features of a “new” language as part of their own language repertoire (rather than as the language of the US or of Mexico or of school or of the classroom). We show how a translanguaging approach enables students to use language as one more semiotic tool, a way of making meaning and relating to others, and selecting linguistic features creatively and critically.
Keynote Address 2

Looking deeply at independent learning

Shirley Brice Heath  
(Professor Emerita), Stanford University

In times of crisis, governments, refugee groups, and local citizen groups have organized local independent learning opportunities. This practice has a long history in New Zealand, and during apartheid years in South Africa, numerous nongovernmental organizations as well as local groups ran voluntary learning programs. South Africa managed in some areas to give “school” credit for achievements under these independent learning endeavors. Around the world in both modern economies and developing nations, these programs are on the increase, often with little notice from official education establishments. In nations such as Denmark, the United States, Canada, and England, these programs operate across fields ranging from the sciences to the arts and include topics such as water quality, native fish populations, theater, literacy, and creative writing. This talk examines some of the various ways in which multiple forms of literacy and different structured symbol systems work in such programs. Research on these learning environments calls for not only linguistics and anthropology, but also attention to findings from neuroscience, economics, and grassroots politics.

Keynote Address 3

Researching and teaching the continua of biliteracy

Nancy H. Hornberger  
University of Pennsylvania

The continua of biliteracy (COB) model was formulated in the context of a multiyear comparative ethnography of language policy beginning in 1987 in Philadelphia, in two public schools and their respective communities. Through participant observation, interviewing, and document collection in and out of school in the Puerto Rican community of North Philadelphia and the Cambodian community of West Philadelphia, my students and I sought to understand how national, state, and local policies and programs were situated, interpreted, and appropriated in language and literacy attitudes and practices in classroom and community. The COB framework proved useful in analyzing the data and drawing conclusions from our collaborative ethnographic research, and by the same token, the ongoing research informed the evolving framework. Biliteracy in the COB is understood in terms of interaction and interpretation around writing in two or more languages, with the continua representing interrelated dimensions of highly complex and fluid communicative repertoires; the COB posits that it is in the dynamic, rapidly changing, and sometimes contested spaces along and across the continua that biliteracy use and learning occur. In the years since it was first proposed, the model has served as a heuristic in research, teaching, and program development locally, nationally, and internationally in Indigenous, immigrant and diaspora language education contexts. Along the way, it has evolved and adapted to accommodate both a changing world and a changing scholarly terrain, foregrounding ethnographic monitoring and mapping, ideological and implementational spaces, voice, and translanguaging as instantiated in multilingual education policy and practice. In this talk, I highlight recent experiences in immigrant contexts of Philadelphia and Indigenous contexts of Brasil, South Africa, Sweden and Peru where the continua of biliteracy model has informed bilingual program development and Indigenous and second language teaching.
INDIVIDUAL PRESENTATIONS

From monolingualism to multilingualism: New language policy in Taiwan

Ching-Yu Na
Tamkang University, Taiwan

A new Southbound Policy was established by President Tsai’s administration in Taiwan and has been in effect since May 2016. This new policy aims to deepen ties with Southeast Asian countries and to strengthen Taiwan’s national economic growth and educational system by including seven Southeast Asian languages—namely, Vietnamese, Thai, Indonesian, Malaysian, Burmese, Cambodian and Filipino—in the elementary schools’ core curriculum, starting in the 2019 academic year. The launching of this new multilingual language policy will further diversify Taiwan’s language education at the elementary school level. In this presentation, I will explore the new language policy in Taiwan, which moves from a monolingual to a multilingual perspective in elementary schools. I administered questionnaires to parents, elementary school teachers, and administrators to gather information regarding their attitudes, opinions, and positions about this new language policy. I also conducted interviews with teachers, parents, and administrators. The survey data show that the new immigrants are wholeheartedly embracing this new language policy while teachers and administrators are less enthusiastic, for they have concerns that the inclusion of these Southeast Asian languages in the schools’ core curriculum may hinder students’ learning in other subjects at school. According to my preliminary findings, local governments need to train and certify enough teachers before launching the program, and elementary school teachers and administrators need to get familiar with and contribute to the new policy by holding more cultural activities to raise the status of the Southeast Asian languages in Taiwan. The implementation of this new policy as a core part of the national language acquisition plan is perceived to be capable of raising the status of the Southeast Asian languages. The present study can be beneficial to educators, administrators, and policymakers in general.

Keywords: New language policy, new immigrants, Southeast Asian languages, monolingual policy, multilingual instruction

Native American counter-significant metaphoricity: A stylistic analysis and critique of Sherman Alexie’s poetics of resistance

Ghulam Murtaza
GC University Faisalabad, Pakistan

Tasawar Abbas Shah
University of New Mexico, Albuquerque, NM

The metaphor is a violation of socially accepted processes of signification. Poetry foregrounds this violation, making room for “new” meanings. Sherman Alexie’s poetry — The Summer of Black Widows and First Indian on the Moon — is rich in metaphoricity for cultural and identitarian resistance. Alexie’s source domain comprises history, culture, religion, Native mythology, and man–nature relationships among Native Americans. The target domain of his metaphoricity is primarily the struggle for the defense of Native American traditional cultural identity, at least in poetry. Alexie’s poetics creates metaphors of resistance through the representation of Native American history in contrast to the Euro-American view of it. This article analyzes and critiques, at the stylistic level, Alexie’s metaphors for resistance to marginalization and erasure of the Native American cultures and peoples. We employ “metaphor” as an umbrella term for various forms of semantic deviations like metonymy, synecdoche, and even simile. In his poetry, Alexie seems, occasionally, too direct and angry to wait for a metaphor, but his anger, multiplying itself with imagination, has only one recourse: metaphor. The purposes of Alexie’s metaphors include a transformation of personal into communal, history into contemporaneity, and questioning through the juxtaposition of Native American and Euro-American values, to name a few. Fifty selected metaphors will be analyzed through the models of Geoffrey N. Leech and Randal Holmes.

Keywords: Metaphor, signification, stylistics, Sherman Alexie, Native American literature
MLC: There’s no place I’d rather be...
Leanne Evans & Tania Habeck
University of Wisconsin-Milwaukee

The MLC (Multi-literacies, Languages, and Cultures) unit organically began its cross-programmatic collaboration and interdisciplinary inquiry based on the ideal notion of being intellectually fed philosophically, in conjunction with the pragmatic reality of reduced humanities-focused program enrollments, which have been impacted recently by Act 10 in Wisconsin. MLC defines urban as consisting of a classroom of diverse cultures, many languages, and multiple forms of communication. High quality classrooms honor the social, cultural, and linguistic diversity of learners and incorporate inquiry-based learning for K-12 students.

MLC data provided through the context for learning (edTPA) and exit surveys from the CPE (Council for Professional Education) strongly suggest the need for an explicit focus on cultural and linguistic diversity. Based on this, the MLC is forwarding our very first joint-effort proposal to articulate within a university setting how such a collaboration might impact K-12 teacher education.

In addition to promoting cross-programmatic collaborations and interdisciplinary inquiry among our colleagues and in teacher education in general, we hope that this combined unit will provide a more explicit focus on language, multi-literacies, and culture across our course offerings and field placements. By creating more spaces for authentic dialogue on linguistic pluralism, culture, multimodality, and equity, we hope to better prepare teachers for working in urban contexts with linguistically diverse student populations. In this vein, we are also interested in researching further into the extended benefits for the teaching profession that this perspective has to offer.

Our work has already yielded some results. MLC program sheets and field work have changed to further support MLC concerns. Literacy retreats led to the creation of new courses and blended courses across programs. Recruitment has occurred across programs involved in MLC. Our Reading Committee has voted to change to the MLC committee to codify our collaboration and the value of our combined work.

Acquiring word recognition through reader’s theatre in EFL at an elementary school in Taiwan

Ching-Yu Na
Tamkang University, Taiwan

In this presentation, I will provide some strategies to help second graders who have little or no experience in EFL reading acquire words effectively through Reader’s Theatre performance. Using Reader’s Theatre as an instructional strategy to help the beginning learners read the words in lines can improve their confidence and interest in reading English picture books. The purpose of this presentation is to explore whether or not students in second grade can decode and recognize words efficiently through oral reading and performing arts, especially low-proficiency L2 learners. In this study, pre- and post-tests were given to 79 second graders at an elementary school located in Taiwan in order to compare the vocabulary words that they gained from the Reader’s Theater instruction. A questionnaire was also administered to the students right after the post-test to find out if Reader’s Theater improved their confidence in learning English and increased their interest in reading English picture books. The results show that Reader’s Theater instruction is very beneficial to all second graders, and that it can shorten the learning gap between the low- and high-performing groups in an EFL elementary school learning context. My findings indicate that both low- and high-proficiency groups improved their scores by 24.16% and 5.08%, respectively. Students also gained more confidence and showed high interest in Reader’s Theater instruction, and the activity helped them remember the words easily. This study suggests that students need more guidance and opportunities for L2 print exposure until they feel comfortable working with picture books or borrowing them from the school library. This study recommends that teachers design Reader’s Theater as part of a supplementary course to help students receive more input and learn better in the target language.

Keywords: Reader’s Theater, word recognition, extensive reading, English picture books
Connecting preservice language teacher education to classroom practices

Doaa Rashed
University of Maryland Baltimore County

To maximize their impact on teacher education and P–12 student achievement, school–university partnerships should find ways to develop spaces that allow for dynamic, mutually beneficial practice. These spaces are ones in “university teacher education where academic, school-based, and community-based knowledge come together in less hierarchical and haphazard ways to support teacher learning” (Zeichner, Payne & Brayko, 2015, p. 124). This session describes a redesigned language teaching methods course that combines content knowledge with teaching practices through school–university partnerships. Student teachers cohosted an after-school ESOL Club for 1st and 2nd graders at the school. The course design aimed to maximize the effect of this ESL teaching experience on student teachers’ self-efficacy and dispositions. It also aimed to provide learning experiences for 1st and 2nd grade ESOL students in the school while addressing specific instructional needs. The session will start with an overview of the school–university partnership. The presenter will share a summary of early negotiations and discussions about the goals of the partnership and how all parties developed a consensus around their vision, specific outcomes, their co-constructed roles, and shared needs and capacities in order to arrive at mutually beneficial strategies (Walsh & Park-Taylor, 2003). The presenter will also share the assessment and evaluation plan of learning outcomes for both the ESOL students and the student teachers (Walsh, Thompson, et al., 2000), as well as examples of lessons and activities developed and implemented by the student teachers. Finally, the presenter will share findings from a study of student teachers’ self-efficacy and dispositions that was conducted based on their experiences in this partnership.

References


We CAMPED in the university classroom: Are the preservice teachers camping in their classrooms?

Sandra Slaughter
Indiana University

Modeling in the classroom is the key to successful teaching. My study examined whether preservice teachers would use content area literacy instructional routines, which had been modeled in my university course, in their student teaching and first-year classrooms. Both content area literacy and disciplinary literacy were modeled in my university classroom, and both were observed in at least one of the first-year teachers’ secondary education classrooms. The instructional routines, sometimes referred to in literature as literacy strategies, were modeled as part of the preservice teacher education scaffolding.

The research data indicated the importance of modeling not only instructional routines, but also teaching methods, openers, and other teaching tools. The students displayed these behaviors that I had modeled in the university classroom, as both student teachers and first-year teachers. The research and modeling led to the
mnemonic CAMPED, my designated six components for a successful lesson; Connections, Assessments, Multimodal, Prior Knowledge, Engagement, and Differentiation. The most important finding was that no matter which method is utilized, content area literacy or disciplinary literacy, or which instructional routine is embedded, modeling in the classroom is the key to successful teaching.

The students in my research demonstrated in their classes, as I had in the university classroom, that making connections to your students and their outside world and accessing their prior knowledge led to their engagement in the classroom. Multimodal literacies further enhanced the classroom at both the university level and the secondary classroom. The modeled CAMPED components allow the diverse students in today's classrooms the opportunity for enhanced learning.

**Disciplinary voices and membership construction in international teaching assistants’ instructional interactions in physics classrooms**

Yi-Ju Lai  
*University of Minnesota, Twin Cities*

US higher education has employed increasing numbers of multilingual international students as international teaching assistants (ITAs). While language socialization research has documented how ITAs socialize themselves and are socialized into the academic discourse practices required for teaching discipline-specific knowledge and communicating with US university students (Duff, 2010), this line of research has rarely explored the interactional nature of socialization practices between ITAs and students. Current research has also paid too little attention to how institutional ideologies shape those practices in classroom interactions.

Drawing on Bakhtin’s (2006) notion of “voice,” this language socialization study examines how ITAs construct and negotiate their disciplinary voices and memberships in instructional interactions with university students in an undergraduate-level physics laboratory class at a US midwestern university. Ethnographic data (e.g., audio-video recordings of classroom interactions) was collected during a fourteen-month period in 2016–2017. Van Leeuwen’s (2007) critical discourse analytical concept of “legitimation” was used to closely analyze classroom problem-solving activities where both ITAs and their university students demonstrated their agency to construct disciplinary voices, and to negotiate, authorize and rationalize discipline-specific knowledge and ideologies. Epistemic markers that are commonly used in socialization activities to legitimize ITAs’ academic voices include a syntactic structure of pronouns and agentive verbs (e.g., I suggest if-complement) or partial repeat of the trouble-source turn plus a question word (e.g., This equation, why?). Particularly, in the instructional interactions where ITAs lacked full command of US classroom discourse practices, competing discourses occurred among undergraduate students in their peer socialization interactions to further negotiate legitimized ideological forms of knowledge and disciplinary identities of physics and mathematics. This study suggests the juxtaposition of being both content experts and discourse novices creates interactional constraints for ITAs’ instruction and the negotiation of situated identities and memberships.

**Breaking the functionalist mold in Korea: Designing curricula for critical language awareness and World Englishes**

Amanda Swearingen  
*University of Minnesota*

For two decades, English education in Korea has undergone a dramatic transformation toward communicative teaching approaches in recognition that competence extends beyond linguistic structure and receptive proficiency (Yoon, 2004). Despite the national overhaul, prevailing forces in English language teaching remain grounded in functionalist approaches favoring idealized “native-speaker” norms. However, such reductionism belies the dynamism and complexity of quotidian English languaging and fails to recognize students’ authentic, differing needs within and across interactions. With the rise of codified Konglish (Chang, 2009; Song, 2011) and increased numbers of “non-native” teachers (Chin, 2002; Jeong, 2004; Kang, 2004), curricular demands have shifted, yet little has changed. This session presents a curriculum framework designed to tackle the
contemporary needs, wants, and lacks of Korean post-secondary students in limbo between English as a lingua franca and Konglish as a World English. The framework positions language as a fluid semiotic resource for participation in all levels of society (Mickan, 2013); no linguistic experience is discounted. It is grounded in sociocultural learning theories (Vygotsky, 1986), and explores sense-making through Freirean (1970) critical pedagogy and critical language awareness (Alim, 2010). The question “What does it mean to be Korean in the 21st century?” guides the negotiated framework and positions curriculum as a pathway for exploring students' own languaging practices and multivocalities through (auto)ethnographic journaling at the personal, national, and international levels. The curriculum was developed in iterative cycles over 6 years of the presenter’s teaching in Korean universities, supported through a formal needs analysis, and refined with focus groups of Korean nonnative English teachers and language learners. The curriculum framework was awarded the 2017 TESOL Mary Finocchiaro Award for excellence and innovation in unpublished curriculum design; this session will be the first time it is made public. Implications for curricular design in all contexts are also discussed.

**Cultivating ecological generosity and sustainability in elementary youth and student teachers via children’s books**

**Laura Liu**  
*Indiana University-Purdue University Columbus*

This assignment engaged elementary student teachers and elementary youth in shared exploration of ecological diversity in connection with ecological generosity, to inspire a practice of ecological responsibility via conservation efforts. Elementary education students enrolled in a “civic science” for elementary education course at a public university in a largely rural state developed children’s books for elementary students on the topic of ecological generosity and sustainability. The children's books were analyzed qualitatively (Merriam & Tisdell, 2016; Yin, 2016) and categorized according to the assignment's criteria, specifically whether the books addressed: (a) ecological generosity and sustainability, (b) ecological generosity only, or (c) ecological sustainability only. Constant comparative analyses (Corbin & Strauss, 2014) involved analyzing each book's images and text for evidence of one or more of these thematic emphases and the specific topic discussed. Overall, analysis found ecology to represent a major knowledge fund (Moll et al., 1992) of the rural university authors. Of the 20 books created, 11 addressed both of the assigned themes, while two only discussed ecological generosity, and seven only discussed ecological sustainability. This study found elementary education contexts to be critical and strategic spaces to cultivate value for ecological diversity, awareness of ecological generosity, and the practice of ecological sustainability. Moreover, picture books emerged as powerful tools for narratively and visually engaging students, particularly to support language or struggling learners. Finally, the public library emerged as a supportive civic space to build pedagogical bridges among university student teachers, public elementary school students and teachers, and the shared community resource of children’s literature and public meeting forums.

**The literacy socialization of advanced L2 Chinese learners in a Flagship program**

**Yingling Bao**  
*Indiana University*

The Flagship Language Initiatives is one of the major initiatives to develop language professionals in the US. To achieve this goal, all the Chinese flagship programs offer content-based courses at the advanced level, in which writing is indispensable. However, it is unclear what role literacy plays in the local context and how students respond to the literacy practices.

By drawing on the theoretical framework of language socialization (Duff, 2003; Schieffelin & Ochs, 1986), as well as notions of community of practice (Lave & Wegner, 1991), this semester-long ethnographic study investigates a content course in a Chinese flagship program in a midwestern university and explores how literacy is instantiated in the classroom context, as well as to what extent students appropriate teachers' literacy practices in the process of socialization. Data included observation and recordings of in-class instructions and writing tutorials, interviews with teachers and students, various drafts of academic papers.
with the instructor’s feedback, and other artifacts. In this paper, I will mainly focus on one of the literacy practices: academic writing.

The findings show that the lead instructor tried to socialize students into viewing academic writing as a valued practice, not for the sake of preparing them for their academic needs in China, but for improving their overall language ability. As members of multiple communities, students have their own literacy habitus (Bourdieu), which might be in conflict with the literacy practice in the Chinese language class. As a result, they viewed such academic writing either as contradictory to their training in the major discipline or superficial and insufficient for their future needs.

This study shows that literacy learning is embedded in the broader process of becoming a competent member of a community. The language socialization approach sheds insights on how learners’ actions transform the prescribed literacy practices.

**Bringing about equitable education through Indigenous literacies**

**Henry Hne**  
*Indiana University-Purdue University-Indianapolis*

The commonly held standards and practices of literacy are failing to address the schooling needs of the majority of students who do not belong to what Gee (1989) calls the “dominant discourse.” Such a failure has prompted decades of research efforts in a search for alternatives. The extensive research has yielded a number of varying literacy theories, including indigenous literacies. Semali (1999) ventures to define “Indigenous literacies” as “a complex set of abilities students bring to the classrooms, abilities which span their lifetime and employ their indigenous language to relating their history, their stories of everyday life, traditions, poetry, songs, theater, proverbs, dreams, epistemology and skills to communicate complex matters among themselves and with others outside their communities” (p. 314). The rendering of abilities referred to here entails the students’ language, local knowledges dispensed by their culture, traditions, and history, and their ways of knowing, which all constitute the essential elements of this literacy. The aim of indigenous literacies is to transfer these abilities from informal to formal education based on “deconstructing Western paradigms, including the classic constructs of literacy connected to alphabet systems, and articulating and constructing […] distinct paradigms based on Indigenous epistemologies and rooted in self-determination and social justice” (Romero-Little, 2006, p. 399).

Findings drawn from the Maori and Tanzanian communities’ indigenous literacies initiatives, among others, will instantiate both the challenges and the success of such efforts. This paper will seek to delve into the challenges faced by the proponents of these literacies to establish their initiatives. Among such challenges are the alienation of indigenous people from the process, the devaluing of local knowledges and their ways of knowing, as well as government policies. Despite these challenges, however, the Maori case in New Zealand has shown that indigenous literacies can be developed and implemented effectively.

**Translanguaging identity across the academic border**

**Idalia Nuñez**  
*University of Illinois Urbana-Champaign*

This presentation is based on a qualitative, multiple-case study (Merriam, 2009). The participants were three border-crossing, second grade children living in the US–Mexico border region. The data sources included videorecorded observations, field notes, interviews, and artifacts. Data sources were analyzed in two phases: (1) within-case analysis, and (2) cross-case analysis (Merriam, 2009). Theoretically, I draw from Garcia and Wei’s (2013) work on translanguaging and the work of Holland et al., (1998) on the concept of identity. Garcia & Wei (2013) explain that “translanguaging is the discursive norm in bilingual families and communities” (p. 23). This includes codeswitching, translation, language brokering, etc.

The findings of the study revealed two themes: (1) translanguaging an English monolingual identity, and (2) spaces for an unsanctioned bilingual identity. Due to the language and literacy policies and expectations of the
school, the children were making sense of the school as privileging only the English language and school-based literacies. As a result, students ingeniously limited their linguistic repertoires and translanguaging abilities to the sanctioned language and literacy practices in order to cross the academic border. The second theme revealed that regardless of the restrictive policies and practices in the context, the three students found hidden spaces to use their full linguistic repertoire and perform a bilingual and biliterate identity without the teacher noticing and without impacting their academic performance.

**Español, el idioma de nosotros: Mexican-American parents’ perspectives on home literacy practices**

Anne Garcia, Trish Morita-Mullaney, Wayne Wright & Jennifer Renn

*Purdue University*

This case study investigated home literacy practices among emergent bilingual families (Spanish and English) with elementary-aged children. Educators often define a “school-ready” child as having extensive lap time with read-alouds with their parents before coming to school. Schools also construct reading as having a preferred language of delivery (English), and other languages are construed as an aberration to the aim of English literacy development. Thus, schools see emergent bilinguals, who experience literacy in languages other than English and in cultures other than the dominant culture, as being behind, confused, or “not school-ready.” To address the construction of family literacy practices in the home among emergent bilingual families, I conducted a case study of two Mexican-American families with elementary-aged children. Supported by sociocultural theory and family literacy theory, I explore how parents conceptualize and practice literacy in the home. Implications from this study point to differences between traditional English school-defined literacy practices and the rich literacy manifestations found in emergent bilingual homes. While home literacy practices did not always align with the typical school definitions of literacy, they are valuable and valid to emergent bilingual families. Further, families in these case studies have greater language and literacy skills than presumed by schools, and schools should recognize the home literacy practices that children engage in as rich literacy practices. These findings can inform school literacy development that expansively includes the home literacy practices of emergent bilingual families. These results are part of a larger study that will use data collected to inform graduate-level classes for English as a New Language and Bilingual licenses.

**International students making sense of their learning in an ACLP class at a US university**

Xinyue Zuo

*University of Massachusetts, Amherst, US*

With an ever-growing number of international students furthering their education in the US, it becomes critically important for instructors and university administration to get a better understanding on how international community members negotiate through this period, so as to support them in a more productive manner. To date, much research in the area has been conducted to explore international students’ English language skills, lived experiences, identities and the efficacy of culturally responsive pedagogy. Yet little is known about their inner world concerning the learning experience. This research intends to make contributions in this respect.

Drawing on the theoretical framework of socioculturalism, identity, sense-making, investment, and agency, the ethnographic research seeks to answer the following three questions: (1) How do the international students make sense of their learning in the American Language and Culture Program? (2) What have they gained as an American culture and language learner through the program? (3) How does the instructor assist the international students in their sense-making? Research participants included 14 learners and an instructor of the American Language and Culture Program in a US university during the 2017–2018 academic year. Data were collected through extensive participant observation, semistructured interviews, and a postsemester survey. The thematic network analysis approach is employed for in-depth analysis. Tentative results show that the international students tended to collaboratively build knowledge with peers as well as the instructor. Many of them initiated agency to take care of their own learning, and actively sought supplementary resources to
improve learning. Moreover, the instructor was committed to maintaining an inclusive learning environment for the students, and attentively prepared teaching/learning materials catering to their needs. It was also found that incorporating learners’ past experience, home culture, and even their native language through translanguaging could contribute to their sense-making.

¡Seamos puentes! An autohistoria for creating a bridge between Chicanx studies and Spanish language/culture learning/teaching in San Antonio, Texas

Carlos Martín Velez Salas
Trinity University, San Antonio, Texas

Taking into consideration a larger discourse study on the meanings of “Hispanic” and “Latino” in US newspapers and interviews with academics and journalists, the contributions of Chicanx Studies to the deeper understanding of Hispanic/Latinx lives, and recent scholarship on Epistemologies of the South as well as US Spanish within critical sociolinguistic and political frameworks, this autohistoria (following Chicana Gloria Anzaldúa’s Borderlands/La Frontera) delves into three main objectives. First, I hope to provide a deeper understanding of the creation of the discourse of labels situated in specific geographical and historical contexts where Latinx have lived, migrated, and still live. Second, I want to situate my own autohistoria as a PeruanoChicanoLatinx academic in Spanish/English in Culture, Literacy, and Language Education (now based in Texas but previously in Kentucky) at the community/college/university level, but with transnational academic and personal connections in Mexico and Peru. Similarly, I want to intersect this autohistoria with my recent work as an adjunct instructor of Spanish in two San Antonio universities, my pedagogical work with language and identity issues with my students (whose mother tongue in most cases is not Spanish), and recent communications and personal interviews with retired US Spanish academics who have a critical stance toward Spanish teaching and learning in San Antonio. Finally, I will discuss implications and tensions for the establishment of critical sociolinguistic, political, translingual, and transliteracy pedagogical frameworks that create connections between Chicanx studies on language/culture and the teaching and learning of Spanish, and thus promote, envision, and honor multilingual/transcultural identities among our students at the college/university level in San Antonio, Texas.

Speaking Spanish in preschool: Ways of exploring feelings about language learning with young children

Amara Stuehling
Indiana University

Promoting global awareness is commonly cited as a main benefit of early foreign language education; however, little research backs this claim. Additionally, there are few methods for exploring this topic with such young children. This study explores a partial Spanish immersion preschool and how it shapes young children’s global awareness and knowledge of foreign languages and cultures. The study used a series of games and activities to explore the attitudes about language learning of young children, as well as how global awareness was portrayed by them. The methods were created based on measures used to assess reading attitudes and feelings about environmental awareness in older children. The frameworks of translingualism and global education informed analysis of the activities with the children.

Findings indicated that children did show signs of early learning related to global awareness, and the games allowed children to express their views and understanding about their learning about Hispanic and other cultures in the classroom. They were able to talk about speaking Spanish in school and knew some words and phrases learned through exposure from the teachers in the classroom.

The study presented for this presentation is part of my dissertation focusing on a partial Spanish immersion preschool classroom. That research, and what will be presented, touches on many of the themes of this conference, including multilingual education, translingual literacies, and qualitative research methods in language education.
The findings inform future development of language immersion programs for young children and give directors of such programs insights into what parents may expect for their children to learn regarding language and other cultural instruction. The study also shows a new way of exploring such challenging topics with very young children using creative methods that other researchers may be interested in using as well.

**Proliferation of literacy levels through culture comparisons: A case of IsiZulu at Indiana University**

Betty Dlamini  
*Indiana University*

I undertook this study because I wanted to increase literacy levels in IsiZulu, and result in its retention rather than short-term memorization. I use the communicative approach of foreign language instruction, as advocated by the American Council for the Teaching of Foreign Languages (ACTFL) to teach IsiZulu. In my teaching, I realized that the students taking IsiZulu face a bigger challenge than those studying languages spoken within the USA, because they only speak IsiZulu within the course context. Writing long papers becomes almost impossible, unless there is a force that helps them engage with the writing in a meaningful way. I realized that students are able to engage in short dialogues as they do role plays, but they have a challenge when writing longer texts. I started giving students personal projects in which they start from what they know and appreciate, and then draw connections between that and the foreign culture they are trying to learn. I also help them identify similarities and differences between their culture and the foreign culture. The students’ appreciation of their cultural practices motivates them to engage with the foreign cultural practices as they identify where they connect and diverge. Students become excited to work on projects that are personal, and they tend to be very productive. I gave the students a questionnaire with both quantitative and qualitative items to discover their reception of this teaching approach. From the responses and my observations, I conclude that in order to promote foreign language literacy, there is a need to identify more comparable and engaging cultural practices and activities within local communities.

**The use of digital technologies to promote intercultural communicative competence in less-commonly-taught language classrooms**

Umida KHikmatillaeva  
*Indiana University*

This literature review examined the current use of digital technologies for foreign language learning in higher education settings, with a focus on Intercultural Communicative Competence (ICC) integration. Eighteen papers from 2000 to 2017 were analyzed to determine current trends in the use of technology in foreign language learning and teaching that aims for the integration of ICC or discussion of ICC concepts. In this paper, I will highlight the current use and issues of technology for promoting ICC in foreign language learning and teaching.

Findings indicate that telecollaboration, blogs, and social communities are more commonly used tools for fostering the cultural dimension of language. Key issues around technology use are learner voice (Conole, 2008), teacher identity (Sayeede, 2016), assessment of ICC (Byram, 2000), and a need for sound pedagogical approaches (Chun, 2007; Zhao, 2003). As technology is becoming an organic part of language learning and teaching, future research seems to be oriented more toward sociocultural theory-based design (Levy, 2009; Wang & Vásquez, 2012). Emerging topics on technology use are assessment of ICC, design of sociocultural learning, mobile learning, and applications of digital technologies in global contexts. The issues of digital divide, language ecology, learner autonomy, and pedagogy of multiliteracies will also be discussed.

In this study I focus specifically on how less-commonly-taught language (LCTL) instructors define ICC, design activities, organize resources, and select digital technologies (DT) for learning activities. I will investigate how an ICC framework is adapted in different technology environments. This study will advance the understanding and promotion of ICC, and the use of technology in higher education settings. Furthermore, this study should
yield information about LCTL instructor perceptions, experiences, practices, and challenges with planning, implementation, and designing intercultural activities in and out of the classroom using DTs.

**English learners’ parental attitudes about their children’s educational experience**

Ximena Uribe-Zarain  
Missouri State University

Parental involvement is a crucial component of educational outcomes, including student motivation. English learners’ (EL) parents face additional barriers to becoming involved in school matters. We created a survey to define parental involvement in terms of what parents need, instead of what schools need. This study aims to explore the results of a survey tool to evaluate the attitudes EL parents hold about their children’s educational experience to promote parental engagement.

A 15-item survey was used to evaluate EL parents’ school involvement experiences during the fall of 2017. The sections in the survey referred to (1) school context, (2) academic programs, and (3) EL parent participation. Eleven of the survey item responses were Likert-type scales to measure agreement, quality of academic programs, and interest. The survey was translated into 20 languages and sent out in paper form to EL families. We received responses from 111 parents of EL students enrolled in schools participating in a program to improve English language teaching in the fall of 2017.

EL parents responded in the following areas: school context, academic programs, and EL parent participation. We found that EL parents engaged with their children in school activities by meeting with teachers, helping with homework, and reading at home. However, the majority of these families did not participate in parent activities at school. EL parents want to be informed about their children’s school activities and curricula. Parents offered suggestions to increase their participation in school activities.

EL parents who read to their children at home are very likely to help them with homework. However, even when EL parents read with their children at home and help them with homework, they were more likely not to attend parent–school activities.

**Keywords:** Parental involvement, English as a second language, English learners, language education

**Shifting language ideologies of secondary education teachers in a cohort-based master’s program for cultural/linguistic diversity**

David Nieto & Kimberly Strong  
University of Colorado, Boulder

We will share a Critical Discourse Analysis (CDA) of the online and in-person reflections of a cohort of 32 secondary education teachers during the course of a master’s level class that introduced them to the foundations of bilingual/multicultural education. We asked, “what language ideologies emerge in the teachers’ discourse?” and “How do the teachers articulate shifts or changes in their ideas about language and education programs?” The cohort is composed of currently practicing middle and high school teachers in a medium-sized school district outside Denver, Colorado who are supported by a collaborative grant project with the BUENO Center for Multicultural Education to pursue a master’s degree in Cultural and Linguistic Diversity Education at CU Boulder. The teachers serve a linguistically and culturally diverse community of children and families, although their district has traditionally supported only English instruction in the schools, and has not offered much professional development in this area. With little professional development support, the teachers’ language ideologies — especially those regarding multi/bilingual language practices — have the potential to directly inform their pedagogy. Our research looks at how those language ideologies were made visible through coursework and intracohort discourse, and how they shifted throughout the course as students were exposed to new information. Like Menken & García (2011), we frame teachers as agentic language policy-makers, at the core of the “language policy onion” (Hornberger & Johnson, 2009). We explored and documented both common themes in language ideologies encountered among members of the cohort, and potential mechanisms for
challenging and expanding those ideologies through critically-oriented teacher education. Our presentation will describe the project, the course, the cohort, and the analysis. We will end with a critical analysis of the interaction between course design, curriculum, and the manifestation and transformation of teachers’ language ideologies as evidenced through their interactional discourse.

Building a new bridge: Finding better ways to talk about adult literacy

Amy Pickard
Indiana University

Most programs serving adult literacy learners are beholden to multiple funders and stakeholders who have little specific understanding about the work teachers and programs do. A lack of familiarity also affects researchers of adult literacy; often the conversations and concerns are distinct from those in research regarding youth literacy. In order to best serve our learners, adult literacy practitioners and researchers need language that effectively bridges these gaps in understanding with those outside of the field. However, the language commonly used to build these connections, such as relating adult learners’ reading levels to elementary grade level equivalents, often reinforces deficit notions of learners, and serves to marginalize the very students in whose interests we believe we are acting. Quigley (1997) noted that retelling familiar, deficit-based “myths” about learners “has become about the only way we know” (p. 5) to maintain relationships with funders and community partners. Isley & Stahl (1993) called for a new way to talk about adult literacy learners, one comprised of “language that educates, not simplifies,” and suggested that using this language will require a shift in understanding “for all the highly educated individuals who serve or want to serve the nonreaders” (p. 26). This critical autoethnography (Boylorn & Orbe, 2003; Ellis & Bochner, 2000) explores one researcher’s attempts to develop new ways of talking about adult literacy in their own practice. The study takes five years of my scholarly work as its data set, and analysis explores points of tension and contradiction as over the years I modified my language in order to address concerns about colonization, representation of people in oppressive circumstances (Fine, Weis, Weseen, & Wong, 2000; Minnow, 1991), and the relationship between theories of “new” literacies and theories of adult reading development and functional literacy in an adult literacy context (Street, 2003).

Spanish heritage language teacher training: Perception versus reality

Cynthia Ducar
Bowling Green State University

This session offers insights from 17 high school Spanish teachers enrolled in an online graduate course on Spanish Heritage Language (SHL) Pedagogy. The study analyzes the semester-long transformation of teacher attitudes via multiple data sources: discussion board posts, lesson plans, final projects, and course evaluations. Recurrent themes in the data include a lack of respect for student dialects, a lack of knowledge of US varieties of Spanish, and a desire to help students improve their Spanish and acquire a more formal variety of the language. Participants in the course initially viewed their students’ language through a language-as-problem lens (Ruiz 1988). Notably, these teachers credited their SHL students with a confidence that they themselves lacked; many stated that their SHL students would correct their (the teachers’) grammar with “colloquialisms” and “nonstandard forms” due to the students’ overinflated sense of “knowing” Spanish.

This distrust of the SHL student, coupled with constant comparisons to Peninsular norms, changed throughout the semester, evolving into an understanding of bilingual student realities in the US context. By the end of the semester most participants were invested in the connection between language and identity (Norton, 2013; Potowski, 2012) and most took on a language-as-resource orientation toward their students’ language (Ruiz, 1988). Notable also was the engaño that these teacher-participants felt toward their own training as teachers (Russell & Kurisack, 2015), their discussion posts frequently emphasizing an outright lack of previous training for “dealing” with SHL students and little knowledge of the varieties of Spanish spoken in the US.
This presentation will end with concrete pedagogical suggestions for improving the training of Spanish teachers to better equip all teachers to best meet the needs of both L2 and SHL students in today's Spanish classrooms.

References


Methods as interpretation, not application: Water far away will not put out fires close by

**Faridah Pawan**  
*Indiana University*

The current research is aimed at developing a heuristic for teachers to critically analyze the “glocalization” process of combining methods gained externally (globally) with local practices. The outcome of the research will provide teachers with checkpoints that can help them to critically reflect upon rather than feel pressured to fit external methods into their local context. The research findings will thus contribute to the development of a “Critical Glocalization” framework.

Applying knowledge gained from elsewhere puts the teachers in a difficult place. This is the result of the disjuncture between training and practice, a well-known phenomenon. The current research supports teachers with a practical means to take a critical and empowering stance toward the glocalization process.

The research questions are:

a. What sociocultural factors do Western-trained Chinese ELTs focus upon when making decisions on the feasibility of incorporating Western methods?

b. When teachers choose to bridge their Western education with local practices, what factors empower and challenge their decisions to do so?

The study’s theoretical framework is Engeström’s (1987) Activity Theory. A pilot qualitative study has already been undertaken in Yunnan Province in China involving four teachers extensively interviewed and observed and their teaching materials discussed and analyzed over four months. The pilot study yielded preliminary outcomes, namely that the glocalization decision-making is based on whether it:

a. empowers teachers (e.g., strengthens teachers’ professional position)

b. empowers their teaching (e.g., improves their course design)

c. engenders critical thinking (e.g., helps teachers to critically evaluate practice)

d. enables appropriation and transformation (e.g., provides room for teachers to incorporate local practices)

These preliminary results were the basis of a larger scale investigation involving 200-250 inservice teachers in the same province in May and June of 2018.

This paper discusses the development and projection of Bezsonoff’s narrative identity in a community where language shift is almost complete, and where individuals like himself and other language activists are currently engaging in language revitalization projects where literature and literacy in the endangered, minoritized language are key to its preservation. Bourdieu’s notion of habitus is used to explore the individual’s struggle to challenge the linguistic market of his language community in order to build his own multilingual identity.
Lifelong learning and teacher self-development in technology integration: An autoethnography

Jakraphan Riamliw
University of the Thai Chamber of Commerce

Because its benefits outweigh its harms, technology integration is absolutely vital in teaching languages and literacy in the digital age. With this awareness, a number of institutions are willing to support and provide their teachers with well-equipped facilities, training opportunities, or both. However, in addition to institutional support, one potential factor that could produce great success is the passion of the teacher for learning and self-development. Therefore, this research study presents an autoethnographic story of my lifelong learning practices alongside my reflections on the use of lifelong learning skills for self-development in terms of technology integration. The research context was university-level EFL classrooms, where I have gained experience integrating technology into literacy instruction over the last four years. To analyze my practices and write my reflections, I collected, developed, and used as an analysis framework lifelong learning skills put forth by several scholars, practitioners, and institutions. The findings, presented via visual and narrative techniques, showed that I had designed and performed a variety of technology-integrated activities such as creating Facebook study groups; making videos for lesson reviews; producing audio clips for pronunciation practice; working as a contributor for a course taught on iTunes U; designing pretests and posttests using Google Forms; and creating exercises on Kahoot!, a game-based learning platform. These technological practices would never have been successful without passion and lifelong learning skills, such as self-directed learning, creative thinking, problem-solving, risk-taking, research, collaboration, and communication skills. Significantly, the achievement of these practices was also due in part to support from and consultations with the following resources: staff at the training center, the Internet, friends, colleagues, and students. Inevitably, there were also obstacles or difficulties that hindered success, and these will also be presented.

Exploring critical literacy practices with teacher educators in a language teacher education program

Deyssi Acosta Rubiano
Universidad del Tolima

This article is a product of a qualitative study focusing on identifying, classifying and analyzing the social reading practices of a group of Colombian English-teacher educators to understand how through their pedagogies they develop critical literacy in their students (Silveira, 2013; Gómez Fries, 2013; D'Angelo Menéndez 2011; Kalman, 2004). The tools used to collect data were three questionnaires administered to the teacher educators, study group sessions with the active participation of the teacher educators, class observations, and a semistructured interview with the teachers. Results showed that the teachers’ social reading practices—contextualizing knowledge, making connections between theory and practice, the texts as promoters of reflection and change—advocated for a back-and-forth movement towards greater changes in their personal relationships, viewpoints, misconceptions, self-respect and other’s sense of respect, as well as in their English teaching and learning. Similarly, these practices made the students aware of the need to disrupt the common place for social justice and equity. Conclusions of this study showed the need to see critical literacy as a growing daily process nurtured by the use of shared strategies, diverse texts and genre selection, and deliberation practices so that all have equal conditions in the construction of knowledge.

**Keywords:** Reading as a social practice, critical literacy, and English language teaching education
Exploring South Korean elementary EFL learners’ construction of investment: The roles of student-centered instructional strategies

Hyona Park
Indiana University

The study investigates how Korean elementary students construct investment in EFL learning and the impact of student-centered instructional strategies on their construction of investment. The study explores how their perception of the different capital of other peers influences their emotional responses and how those responses affect their investment in EFL learning. The study explores how Korean elementary students construct their investment (Norton & Peirce, 1995) in EFL learning and how student-centered instructional strategies influence their construction of investment. The study took place in a 6th-grade EFL classroom in Korea. As ethnographic research, nonparticipant classroom observations, unstructured interviews, and students’ writing artifacts and drawings became the methods of data collection.

The study investigates how the students perceive different economic, social and cultural capital (Bourdieu and Passeron, 1977; Bourdieu, 1986) of other peers in the EFL classroom. Furthermore, using Kramsch’s (2012) framework of subjectivity, intersubjectivity, and subject position, the study examines how the students form themselves in the use of language; more specifically, it studies students’ conscious or unconscious self-concept formation in language use, conversation, and relationships with other peers. The focus of the study is to examine how their perception of the different capital of other peers and their perception of who they are in the use of EFL affect their own construction of investment, and has been deeply influenced by the concept of investment of Norton & Peirce (1995).

Finally, the study explores the role of the student-centered instructional strategies, which are different from the original instructional method of their EFL teacher, and the students’ perception of the new student-centered strategies of instruction. The study investigates how these student-centered instructional strategies influence their construction of investment, assuming its positive pedagogical impacts.

Cruzar fronteras in academic spaces: Transgressing “the limits of translinguaging”

Brendan O’Connor
Arizona State University

Recent critiques of translanguaging (and related concepts that emphasize going “beyond named languages”; García & Lin, 2017) have argued that discussions of language mixing would benefit from greater theoretical precision (MacSwan, 2017). Others, however, aver that academics valorize translanguaging while adhering to monolingual (largely English hegemonic) norms in their professional practice (Jaspers, 2018; Jaspers & Madsen, 2016). Jaspers (2018) refers to this as “the elephant in the room”; namely, that scholars of language “sigh with exasperation when teachers and policy makers hesitate to embrace linguistic diversity” while failing to “[transform] our own journals and conferences into multi-, if not translingual, locations for science” (p. 9). In this paper, we present a compelling countereexample, drawing on the voices and experiences of participants in the 14th Interamerican Symposium on Educational Ethnography, which took place from September 21-23, 2017 in El Paso, Texas (US) and Ciudad Juárez, Chihuahua (Mexico). In contrast to the hegemonic monolingualism Jaspers (2018) describes, the Symposium developed as a trilingual (English/Spanish/Portuguese), translingual academic location so unprecedented in some attendees’ experience that it became the subject of considerable metacommentary (Rymes, 2014; Silverstein, 1993) during and after the event. We position our paper as a reflective, polyvocal, theoretical intervention into discussions of translingual possibility in higher education. In particular, we incorporate perspectives from L1 and L2 speakers of the major named languages represented at the Symposium in analyzing how this translingual space came about due to the organizers’ planning as well as spontaneous, emergent dynamics of interaction at the conference. We also discuss how this space differed from “transient” forms of multilingualism in academia (e.g., Moore, 2017) as a recurring event fostering opportunities for cross-linguistic exchange in ways that deliberately counter English hegemony and the privileging of US-centric perspectives in educational research.
Language teacher identity development: Reflective conversation model

Vesna Dimitrieska
Indiana University

Framed within Vygotsky’s (1978) sociocultural theory, the study examines the development of teacher identity and language teacher cognition during and after the Certificate of English Language Teaching to Adults (CELTA) course. The aim of the study is to fill the existing gap in research conducted on CELTA courses by examining preservice teachers’ interplay between language teacher cognition (Borg, 2003) and teacher learning in American, Korean, and Mexican contexts. There are various formats of programs that prepare English as a foreign or second language teachers. The CELTA, as an entry-level teaching qualification administered worldwide by the University of Cambridge English Language Assessments, is a practice-oriented teacher training program (Richards, Ho, & Giblin, 1996). By developing their language teacher cognition, preservice teachers who are taking the course build their own teacher identity.

The theoretical framework used in this study is sociocultural theory since it promotes approaching language teacher cognition holistically and as it is shaped and developed in the social world (Vygotsky, 1978). For teacher educators’ reflexivity, Farrell’s (2015) model of reflective practice is used.

By uniquely taking the roles of teacher educator and researcher, I attempt to answer the research question on language teachers’ cognition and its interplay with teacher learning in the process of teacher identity formation for three teachers in three countries. The following data collection methods were used: semistructured interviews, observations, debriefings, and course documents, during the one-month CELTA course and 1.5 years after it. The data was analyzed qualitatively through content and reconstructive analyses. The findings give insight about language teaching that is beneficial to future and current language teachers, teacher educators, and teacher preparation programs in general. The findings led to the creation of a reflective conversation model of language teacher identity development.

Challenges and opportunities for assessing intercultural competence

Angie Woods, Teresa Roig Torres & Debbie Page
University of Cincinnati Blue Ash College

In addition to language proficiency, foreign language programs are responsible for assessing students’ cultural knowledge and intercultural communicative skills. In the past, objective testing was a common form of assessing cultural knowledge, while intercultural communicative skills may have been overlooked. Byram (1997) writes that such testing “is insufficient to reflect the full complexity of intercultural communicative competence” (p. 6). In addition, Deardorff (2006) stresses, “language alone does not ensure one’s competency in the culture” (p. 2). Instead of using objective tests, foreign language educators now have guidelines, the Intercultural Communicative Competence (ICC) Can-Do Statements, published by the National Council of State Supervisors for Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL). These guidelines allow learners to demonstrate their level of ICC by using the target language and cultural knowledge (ACTFL, 2017). These statements can be used in any foreign language curriculum and can measure competency over time, but they are not a checklist of tasks for students to complete, nor are they a full curriculum. With these ICC Can-Do Statements, competency is defined for all levels of proficiency, and assessment can be compared consistently across different languages, programs, and institutions. In this session, the presenters will summarize past assessment practices of cultural knowledge at the department level, present the research findings of a one-year pilot project using the ICC Can-Do Statements, and explain how the new guidelines are used to inform classroom instruction and guide curricular decisions. Thus, this session will address the connection between classroom research, second language acquisition pedagogy, and curricular assessment regarding intercultural communicative competence, and provide a model that advances beyond objective testing.
Inducing change in the schools’ way of teaching reading and writing: Project in progress

Kinga Białek & Magdalena Swat-Pawlicka
Polish-American Freedom Foundation and University of Warsaw

In the last few years two important international research projects were held in Poland: PISA (2015) and PIRLS (2016). Both showed that students in Poland have relatively high-level reading skills, but Poland experiences a strong wave of early reading drop-out, since reading and writing are considered school-only activities. Teaching Polish Language Arts last school-year in Poland was highly influenced by the newly introduced school system reform. This forced teachers to find new ways of teaching reading and writing as lifelong skills and self-expression.

- Both authors, based in the School of Education, introduced a research project this year that is designed to achieve the below-stated goals:
  - Give insight on the types of texts used by teachers to support students’ reading and writing skills;
  - Help teachers strengthen their skills in planning and teaching reading and writing;
  - Analyze students’ work with an eye towards the far-reaching goal of creating reading and writing learning progressions, the first ever in Poland.

Teachers work individually as well as during group workshops on three levels: planning teaching, introducing lessons, and evaluating their actions in close cooperation with the School of Education. Workshops and individual work plans were originally created by the authors.

During the presentation the authors will describe the detailed plan as well as the first results of the ongoing research. We are going to present samples of the textbooks, fragments of the lesson recordings, and students’ work samples. In the discussion the authors will propose possible next steps.

Understanding cultural themes in Chinese American young adult literature

Pengtong Qu
Indiana University

Children growing up in Chinese American families are exposed to both American and Chinese culture. While American culture is distinguished by individualism, defiance of authority, and open emotional expression, Chinese culture advocates collectivism, personal relationships, obedience, and emotional control (Hsu, 1985; Dai & Dimond, 1998; Sriastuti, 2017). Because immigrant parents and their children do not value American and Chinese cultures in the same way, conflicts exist between the two generations.

In the past decade, the Asian-American population experienced the fastest growth of all ethnic minorities in the US. Among them, Chinese-American is the largest group of Asian-Americans (US Census, 2010). Considering the large population of Chinese-Americans in the US and the fact that immigrant children have a very hard time negotiating their identities, few representations of second-generation Chinese-Americans are captured in stories, in particular in young adult (YA) literature. In this study, I used Chinese culture as a lens to analyze the cultural themes across three YA novels featuring second- and third-generation youth growing up in Chinese immigrant families. Content analysis was used to explore the experience of three Chinese-American teenagers. I also referred to the previous literature in order to answer my research questions: 1) What are the conflicts between Chinese-American youth and their parents in previous studies? And 2) how do the three YA books reflect these conflicts?

I found that Chinese-American youth struggle with their dual identity; while being a Chinese-American, they felt they did not belong to either of these groups. In addition, conflicts occurred because parents and children have different perspectives on cultural values, cultural practice, heritage maintenance, and future expectations. In general, the main conflicts presented in research papers are also captured in the novels, which verified the authenticity of the stories.
Exploring Arabic EFL learners' attitudes towards utilizing Second Life virtual game as a collaborative and motivational learning tool

Ebrahim Bamanger  
*Indiana University; King Saud University*

Amani Gashan  
*Indiana University*

There could be positive gains in second-language acquisition from the interaction that occurs while playing virtual social games. In the Arabic context, not enough research has been undertaken to explore the Arabic EFL students' attitudes towards using virtual games in language learning.

The purpose of this study was to investigate EFL learners' attitudes towards utilizing the virtual game Second Life as a collaborative EFL learning tool. It also explored their attitudes towards the use of Second Life as a motivational tool.

Implementing multimodality theory and task-based learning as the theoretical framework, a descriptive research plan was designed, using a questionnaire as a data-gathering instrument, after ensuring its validity and reliability to achieve the study purposes. Forty-one undergraduates enrolled in two CALL classes at a school of education participated in the study. The gathered data was later analyzed using SPSS, the Statistical Package for Social Sciences program.

Overall, the results showed that the majority of Saudi EFL undergraduates have favorable attitudes towards using virtual games. The sample's responses showed that the use of Second Life serves well as a tool to keep learners motivated for language learning. Additionally, they favored the collaborative nature of this virtual game. Regarding the technical use of the game, they agreed that the instructions of the game were obvious, and they favored the attractiveness of the design. However, they expressed some concerns regarding their lack of the necessary technology-related skills.

The present study recommends that EFL teachers need to be trained in utilizing virtual games to be able to invest such technology as a potential authentic learning aid. Furthermore, the study suggests that future research should consider an in-depth qualitative study, utilizing observations and in-depth interviews to investigate the EFL learners' attitudes about the integration of this technology in the EFL context.

**Keywords:** EFL language learning, attitudes, motivation, collaboration, Second Life.

What do we know about "how" students learn through out-of-class activities?

Ruedeerath Chusanachoti  
*Chulalongkorn University, Bangkok, Thailand*

Exposure to the target language beyond the formal classroom is one of the key factors in successful second/foreign language learning. However, autonomous language learning through out-of-class activities has not been actively promoted as much as it should be. Many researchers have discussed the benefits of engaging learners in out-of-class English activities, such as listening to music, watching movies, reading newspapers, and online chatting; yet little has been mentioned about "how" to work with these activities. According to the findings from a previous study, only certain out-of-class activities have statistically yielded a positive effect on students' language proficiency (Chusanachoti, 2016). This study followed up on the language learning strategies that preservice teachers of English employed while participating in English activities in their leisure time. The findings from the questionnaire demonstrated that the preservice teachers, both proficient and less proficient in English, employed language learning strategies at almost the same frequency rate. However, more proficient learners used cognitive strategies and compensation strategies more frequently than those with lower proficiency, who preferred memory strategies. The interview and observation data, in contrast, pointed out an emerging finding: that is, language learning strategies are surprisingly disregarded and overlooked in out-of-class activities. The question remains why they are not strategically adept at out-of-classroom learning activities. Ironically, these are future teachers of English that will work with language learners. If they are
unaware of their actions, techniques, or strategies that are intended to help them progress in their own language learning, how can they assist their students in the future? In this presentation, I will discuss the findings along with the emergent concern regarding how to bridge the gap to best equip my preservice teachers with what they need to be successful, autonomous language learners and teachers.

Reference


Self-enrichment discourse and self-learning practices by adult language learners in a South Korean English study group

Jay Jo

University of Pennsylvania

This study examines communicative practices in a group of South Korean young adults conducting self-organized English learning to develop their verbal competence in English. In the context of globalization, young Koreans, aspiring to develop their verbal competence in English — the prestige linguistic capital (Bourdieu, 1991; Heller, 2010) in both local and global job markets — organized a "study group" with a primary learning focus on having English-mediated communication as a regular practice of the discourse of self-enrichment/self-help — a societal discourse in South Korea that encourages individuals to make relentless efforts to develop oneself (Jeon, 2008). However, under the pressure of linguistic insecurity built upon the pervasive ideology of self-deprecation (Park, 2009), there is a strong tendency to discourage seeing themselves as valid English speakers.

Ideally, the study group should be a local center of English learning under interactional capacity-focused regimes that help the members develop themselves to acquire global citizenship. However, at the level of actual practice, the members of the group constantly employ sociolinguistic norms and features of their local language in their English-mediated communicative activities. It is not just learning opportunities they seek from the group but also the development of locality-based solidary relationships with people who share similar values and goals. Through a discourse analysis (Wortham & Reyes, 2015) of 15 hours of audio recordings from participant-observation in the learning activities of the group that involve simultaneous use of English and Korean — translanguaging (Garcia, 2009) — as well as interviews with key informants, I underline locally emerging values of English, not only as symbolic capital for socioeconomic advancement in the globalized job market, but also as a resource and a reference point of phatic communication in a community of practice of the self-enrichment discourse.

References


“How do you know what fish enjoy?” Doing ethnographic research in second language writing studies

Zhaozhe Wang
Purdue University

Although ethnographic approaches have been consistently adopted by qualitative-oriented researchers invested in unfolding issues related to second language or multilingual writers and writing classrooms, there seem to be divergent understandings of the role ethnographic approaches play in a predominantly issue-driven and problem-oriented field of study (Matsuda, 2013; Ramanathan & Atkinson, 1999). To respond to the divergent understandings of ethnographic research, and to explore coherent means of conceptualizing and practicing ethnographic approaches in second language writing (SLW)-related research, in this presentation I critically review the oft-cited conceptions and discussions of ethnography and ethnographic approaches in educational studies, TESOL, and writing studies. I would like to argue that ethnography and ethnographic approaches can and should play a pivotal role in interrogating the reactive, instrumental, and issue-driven nature of the field of SLW; challenging the dominant postpositivist and decontextualized view of making knowledge and the presupposed institutional and sociocultural power structure (Bishop, 1992); and transforming field research practices into ones with critical reflexive, generative, and rhetorical power.

To make the argument, first, I survey the widely adopted definitions of ethnography or ethnographic approaches that appear in the body of literature in educational studies, TESOL, and writing studies. Then, I contextualize the practice of ethnographic approaches and discuss their current status within the research field of SLW. Further, I propose an operational definition of ethnographic approaches highlighting the particular features and value in relation to conducting and evaluating research in SLW, and review the oft-contended issues in different stages of an ethnographic study, including philosophical positions, reflexivity, and evaluative criteria, with the illustration of published ethnographic studies in the field. Lastly, I discuss the implications a renewed and coherent understanding of ethnographic approaches may entail for researchers inclined to pursue ethnographic inquiry in SLW.

Instructional practices in pilot dual language immersion programs

Vesna Dimitrieska
Indiana University

Dual-language programs have been heralded as one of the most effective approaches leading to positive learning outcomes and student achievements in K-12 education for English learners and native speakers of English (Baker & Wright, 2017; Sotero, 2016; Thomas & Collier, 2017). The session will report on a study conducted in pilot dual-language programs in Indiana. It will address specific instructional areas that have emerged as critical in the early implementation of those dual-language immersion programs. A balanced approach that would lead to mastery of content as well as language proficiency in both the partner language and English is crucial in these programs (Ovando & Combs, 2018). However, there are multiple obstacles that DLI teachers and administrators face and that may affect students’ learning and academic outcomes. Findings indicate the type of instructional practices that either hinder or facilitate the task of preparing students who are bilingual, bicultural, and biliterate. For example, instructional practices such as ways to teach and master dual language and content simultaneously, contextual factors, student engagement, and teacher talk will be addressed. The study results will be used to illustrate how the instructional practices in the pilot dual-language programs correspond to the general pedagogical trends among other dual-language immersion programs. Implications for existing and future dual-language immersion programs in the state, the USA, and worldwide will be shared.
**Digital storytelling: One student's story and implications for praxis**

Christina Romero-Ivanova & Michaela Norwich  
*Indiana University Kokomo*

The digital story can be used in different ways in the classroom. It can also be used in other settings in the community and with adult learners. In this study, a professor and her students taught 6 classes of PowerPoint & Digital Storytelling to women clients in a domestic violence shelter. The inquiry centered on the question “How do women from different backgrounds use digital storytelling as a space to talk about their experiences?” The presentation will center on the research question and emerging data from one participant, as this is an in-progress study. Also, one of Christina Romero-Ivanova’s former students will be copresenting and will share her own experiences with digital storytelling.

**Representations of Asian-American identity in children’s literature and beyond**

Joanne Yi  
*Indiana University*

The individual paper presentation proposed here concerns an ongoing qualitative study investigating the bicultural Asian-American identity, experience, and representation in two spaces: children's literature and a first-grade classroom. First, it includes a critical content and thematic analysis of contemporary Asian-American children’s literature that identifies ways in which Asian-Americans and the Asian-American experience are depicted. Second, it includes an empirical classroom study in which a selection of the Asian-American children's stories was read to a first-grade classroom. Employing a multiple case study design, children's talk and engagement in literacy practices related to these books were documented and analyzed through rich narratives and a cross-case analysis. Research took place over 16 weeks in a public midwestern elementary school. Anticipated findings include the positioning of Asian-Americans as foreign and the development of identity texts, constructed by children to represent their understandings of themselves and their social worlds.

**Discursive construction of “swag” in Korean popular cultures**

Jae-hyun Im  
*Indiana University*

Hip-Hop, as a successfully localized foreign culture in Korea since 1992 (Lie, 2012), has been recontextualized in Korean pop culture (K-pop) (Lee, 2004, 2011). One of the newly introduced concepts is “swag”: a Hip-Hop-based attitude or lifestyle that has a very specific cultural, communal, and racial meaning in its original context (the US). Via glocalization, the term “swag” in Korea has created locally constructed images that might differ from its original meaning in the US. This study aims to make visible the moments of Koreans’ making sense of the Hip-Hop term; that is, a discursive construction of swag in K-pop. Locating this study within discursive psychology (Wiggins, 2017), I investigated how the meaning of swag is managed and created in media including a TV talk show, a TV debate, and a music video in which swag is explicitly discussed. The findings show that although swag can have diverse meanings and forms according to whom it belongs to and by whom it is expressed, Koreans in the media distinguished what is swag from what it is not based on appearance, and tended to equate swag with socially agreed-upon meanings for “good-looking” as men being tall, handsome or well-proportioned, and women being sexy or girl-crushable. This different perception may be caused by cultural differences; Korea’s collectivist culture requires certain criteria to look swag, but America’s individualistic culture allows one to act swag regardless of social norms. Moreover, the authority to explain what swag means belonged to either Korean Hip-Hop artists or Americans; the former is believed to have knowledge on Hip-Hop, but the latter is granted the authority merely due to their nationality, even if they are not members of the Hip-Hop community. This study calls attention to the discursive moment of glocalization where foreign cultural constituents are synthesized with local cultures to create new cultural attitudes.
Revisiting critical situations to understand the types of cultural and language preparation international graduate students need prior to arrival at their host institutions

Natalia Ramirez Casalvolone  
*Indiana University*

Hazel Vega Quesada  
*Clemson University*

International students’ immersion in US universities impacts culture, economy and education (Andrade, 2006). Related research has focused on international students’ ways of coping with challenges concerning acculturation and language barriers when arriving at their host universities. These studies often provide lists of suggestions for US universities to consider for supporting foreign students during their adaptation process.

Transcending these series of steps offered by existing literature, this case study intends to develop an in-depth understanding of students’ perceptions about their preparation prior to the start of their academic programs abroad. It was our objective to examine (a) international learners’ descriptions of their development of knowledge and skills in regards to culture and language in their home countries, (b) their perceived needs and strengths in this process, and (c) the impact of these factors in their academic endeavors once in the US.

To do this, we conducted semistructured interviews and focus groups with four international students, each from a different country, all nonnative English speakers who are currently enrolled in a doctoral program in the US. These data collection instruments guided students through a reflection process where they revisited lived critical situations postarrival, and using this as a basis, they devised more effective and viable routes that could help others before going abroad. As international students ourselves, and English educators in our home country, this study is important to us because it contributes to the understanding of key preparation components for English as a Foreign language education that can be pertinent in contexts outside the USA. Furthermore, faculty and professionals involved in the topic will obtain first-hand data on experiences leading to the transition of these students into their programs, which could offer insights for appropriate actions to support their process once fully immersed in their programs.

Reference


Federal educational policy discourse and the (im)mobilization of adult “illiterates”

Jessica L. Bannon  
*University of Indianapolis*

Federal educational policy discourse has long promoted the assumption that literacy education produces economic and social mobility, yet has long failed to account for the constraints that policy imposes on literacy learners’ mobility. This presentation highlights how policy discourse participates in ordering, organizing, and managing identities and bodies, focusing on US Congressional floor debates about the 1991 National Literacy Act. During these debates, policymakers reinforced a crisis narrative that linked illiteracy to a host of social ills, including crime, poverty, unemployment, and drug use. In turn, they reinforced dominant conceptions of adult “illiterates” as criminal, poor, unemployed, and addicted. Such discourse bolsters policy that manages the conditions under which literacy learners move between identities, mandating a linear movement from illiterate to literate, unemployed to employed, poor to economically stable, unproductive citizen to productive citizen. In addition to endorsing harmful labels, this ignores and even impedes learners’ agency to cross discursive, political, and social boundaries, as well as the circuitous and recursive paths that literacy learners might take to transform their identities. The goal of this presentation is twofold: 1) to use mobility theory to critique static and damaging representations of adult literacy learners, demonstrating how policy discourse prevents perceptions of learners as actively engaging in multiple, shifting literacies across time and space; and 2) to examine the policy-making context as a site for knowledge mobilization, suggesting how we might more actively integrate rhetoric and composition research in current and future educational policy conversations.
The evaluation of teacher training programs in the United States of America in terms of student-centered practices used in the lessons

Ayşe Elitok Kesici
Indiana University

Barış Çavuş
Adnan Menderes University

The purpose of this research is to evaluate student-centered practices used in classrooms in teacher training programs in the United States of America through in-class observations for learning and teaching processes. A qualitative research method was used in the research. Qualitative research is a multifaceted, long-term and in-depth study of a specific phenomenon or event within its natural environment. The researcher collected data via direct participation and unstructured observation. The observer is required to undertake the tasks of synthesizing, abstracting and organizing information. In the participatory observation approach, the observer performs the observation without any external influence. The researcher made observations in three different classes during the spring semester of the 2017-2018 academic year. The study group of the observation was composed of three teachers. The classes in which the observations were made were the departments of social studies teaching, psychological counseling and guidance teaching, and classroom teaching. The researcher kept the duration of the observations long so as to make sure that the students and the teacher could see the researcher as a member of the class. This measure is necessary to capture the natural atmosphere of the classroom and to minimize artificial behaviors. This measure positively affects the validity and reliability of the study. The research process still continues. The possible conclusion of the research is that the most used teaching method in the classroom is direct instruction, which is followed by the question-answer technique. Doing scientific research and preparing presentations for the lessons are also some of the practices used in the classrooms.

Key words: Teacher training, program evaluation, teaching methods

Obtaining education: Choices for rural girls in Mali

A’ame Joslin
Indiana University—Purdue University Columbus

Girls in rural Mali leave school at remarkable rates in comparison to neighboring countries and the world. With the incredible efforts of education initiatives both globally and locally, it is alarming that girls are finding that schools do not support success in obtaining basic literacy. Schooling is not resulting in local language literacy or national language literacy, nor is it providing the skills and knowledge girls need to become economically independent. Parents are seeking alternative options for their daughters, which include apprenticeships, fostering, and domestic work, identifying skill acquisition as a more lucrative option than literacy on the path to adulthood. These traditional and alternative forms of learning outside of the school setting are physically and mentally challenging. Interviews and observations over a six-year period in Mali serve as the data for this paper and resulted in discovering how parents in these rural communities view school as a risky investment of their child’s time and labor.

Instead, parents and children alike are finding that to engage in and become literate in both local and global spheres, investing in work or fostering opportunities rather than schooling provides Malian girls with opportunities to become economically independent, as well as opportunities for the future educational and economic growth of their children and families. This paper also includes the use of a modified version of Photovoice, as girls in the study were able to demonstrate their knowledge of the world, their ability to interact within it, and then use the photos to demonstrate the wide range of acceptable knowledge in their various local communities.
Belle Joined our tribe: Exploring the language and identity of a mother of a child with IDD

Lauren Wendling  
*Indiana University*

This study explores the perspectives and language of a mother of a child with an intellectual/developmental disability [IDD]. Guided by a sociocritical theoretical perspective, this paper examines how individuals and their language choices influence and are influenced by their social, political, and familial environments. Special focus is given to the mother's controversial use of the word "retard" to refer to her daughter with Down syndrome. This study found that the mother consciously chooses to adhere to certain traditional discourses within the disability community to set her daughter on a path to success, while actively rejecting other discourses so as to protect her daughter from certain distress. As the mother’s use of traditional discourses and language surrounding disability is fluid, her identity as a strong, proud, and determined mother remains unchanged.

Identity(ies), access, and power relations in field research and language learning in Jordan

Shahreena Shahrani  
*The Ohio State University*

This paper relates to the experiences of an Asian-American researcher undertaking fieldwork and language learning in Jordan (Shahrani 2016). Anthropologists and field researchers often learn that the field interview process creates an unequal power relation between the “powerful researcher” who poses the questions and the “powerless research participant” who has to respond to questions regarding their personal lives (Reynolds 2011). Such a claim rests on a top-down understanding of power that operates from the researcher to the research participant.

But what if societal perceptions about race, ethnicity, gender, and class affect the researcher’s learning objectives and expectations? How can s/he/they manage the perceptions that people have about his/her/their identity(ies) and turn this situation around? Data in the form of field notes, experiences, conversations, and observations were collected over the course of 12 months as part of an ethnographic study in Jordan. This paper traces the interactions between the researcher and local actors prior to and during the field interview process, and the challenges race, ethnicity, gender, and class present to field research and language learning objectives.

While acknowledging the negative effects, performances, and exercises of power, this study also recognizes the ways reflexivity and positionality can facilitate the (re)negotiation of socially acceptable identities and power relations to enable dialogue, language learning, and research (Ali, 2014; Berger, 2015; O’Boyle, 2017). The results of this study have strong implications for graduate and study abroad programs and how they should address discrimination and racial microaggressions in their efforts to better prepare future minority and women scholars for on-the-ground realities of living, studying, and conducting research in the Middle East.

References


TESOL graduate students’ perceptions of issues regarding World Englishes in Korea and Thailand

Hohsung Choe  
Hankuk University of Foreign Studies

Malinee Prapinwong  
Kasetsart University, Bangkok, Thailand

The following study describes Korean and Thai TESOL MA and PhD students’ perceptions of issues regarding world Englishes (WE) that arise in their engagement worldwide with English language teaching (ELT). Twenty-eight students, fourteen for each country, participated in this study. The study’s data were collected by means of individual interviews, which lasted approximately 90 minutes each. Research questions constructed in broad terms guided this study: 1) To what extent do Korean and Thai TESOL graduate students accept varieties of English? 2) Which variety do they think is desirable as an educational target? 3) How do they define native speakers of English? 4) How do they conceptualize their definitions of native speakers of English? Data analysis revealed that the participants tried to be more tolerant towards various varieties of English, maybe because they were TESOL majors. They believed that, for communication with other nonnative speakers, learners of English need to be increasingly exposed to WE. Regarding the issue of an educational target, Thai students preferred British English over other types of English, and even considered American English to be banal, while Korean students’ ranking of preferred forms of English were American English — a category that possibly included Canadian — followed by British English. The authors believe this was because of Korea’s strong political, economic, and military ties with the United States. The participants believed that the most decisive defining feature of being a “native speaker” was birthplace, followed, in order, by acquisition, linguistic competence, and dominant of use of the language. The authors also observed that a certain race (white) is much more likely, when compared to other races, to be perceived as native speakers of English — which reflects the notion that English and whiteness are inseparably intertwined, and this perception is deeply embedded in ELT.

“I can’t figure it out, just tell me what to teach”: Analysis of Thai EFL teachers’ perceptions of the CLT approach in the National Language Curriculum

Ruedeerath Chusanachoti  
Chulalongkorn University, Bangkok, Thailand

Malinee Prapinwong  
Kasetsart University, Bangkok, Thailand

In line with other EFL countries, the communicative language teaching (CLT) approach has been in the English national standard-based curriculum in Thailand as a goal for English language learning for decades. However, little change has occurred in everyday classroom practices. A large number of researchers have pointed out the wide use of grammar-based instruction in the classroom throughout the country. Although a high level of government funding has been directed to numerous studies, projects, policies, and training, hoping to move away from the traditional grammar curriculum to a communicative curriculum, the outcomes are still unsatisfactory. Based on in-depth interviews, this study focused on investigating the perspectives and practices of five in-service teachers of English regarding CLT-driven curriculum implementation in the EFL classroom. The results showed that the teachers were unaware of the contradiction between their own beliefs and the ideology of the curriculum. In contrast, based on the survey questionnaire responses, most teachers reported...
consistently planning their lessons and following the curriculum, but the interview data showed that four teachers out of five struggled to understand the curriculum discourse and did not know how to interpret the curriculum indicators. Their personal beliefs about and experience with language learning ultimately trumped the government guidelines and legislative policies. Exacerbating the problem, there is no viable mechanism to ensure that the CLT approach can be implemented locally. There is little or no guidance from district supervisors or school administrators. Inaccessibility to curriculum implementation manuals, and overcrowded and/or impractical curriculum training left the teachers wondering if they were on the right track. They overwhelmingly experienced difficulties in understanding the curriculum, analyzing the standard indicators, and executing them in communicative lessons.

The standard-based English curriculum in Thailand: Which direction should we go next?

Malinee Prapinwong  
Kasetsart University, Bangkok, Thailand

Ruedeerath Chusanachoti  
Chulalongkorn University, Bangkok, Thailand

The significance of English language education in Thailand is growing rapidly, as it is the official working language of ASEAN. Great attention has been given to the English language curriculum as the main driving force to improve learners’ English language proficiency in Thailand. After a ten-year implementation, Thailand’s foreign language national core curriculum, emphasizing communicative language competence, has not yet reached its goal and is in need of further reform. This study examines the content and standards regarding Thailand’s past and current foreign language curriculum in comparison with international standards such as ACTFL, as well as the foreign language curricula of other Asian countries, such as South Korea, Hong Kong, and Singapore.

The results highlight some of the dilemmas that have contributed to the failure of Thailand’s curriculum and policy: 1) the curriculum discourse follows the linguistic and cultural competence of native speakers while emphasizing English language instruction that responds to local communities; and 2) the unsuccessful outcomes of the English curriculum are largely due to the discrepancies among what Glatthorn (2000) has categorized as the written curriculum, the taught curriculum, and the assessed curriculum. The negative impact of other factors, such as inconsistency in educational policy and the washback of the national standardized test, also play significant roles. The complexities of curriculum implementation are discussed based on data from the perceptions of fifty-two school administrators and fifty EFL classroom observations in government-funded schools in Bangkok and in the central region.

Reference


Cham language literacy in Cambodia: Recovery and prospects for the future

Alberto Perez Pereiro  
Breogan Consulting

Jorge López Cortina  
Seton Hall University

The Cham language has been written since at least the 4th century, making it the oldest attested of all of the Austronesian languages. This literary heritage was transmitted using locally modified forms of Indian scripts which were also used to write Sanskrit. With the loss of Cham territories to the Vietnamese between the 10th and 19th centuries, many Cham became displaced and the literary culture was disrupted. In addition, the adoption of Islam by the majority of Cham led many of those who continued to write to do so in variations of the Arabic script. However, the literary potential of the language in Cambodia has not been fully realized in

29
either script, with village scholars using it almost exclusively for religious tracts and for very limited local audiences.

In 2011, the United States Embassy initiated a program to encourage the protection of Cham culture and heritage. This Cham Heritage Expansion Program ran from 2011 to 2017 and resulted in the operation of 13 schools in which over 2,500 students of different ages were taught the traditional Cham script. This effort was accompanied by the training of teachers and journalists who have since become public intellectuals and who are dedicating themselves to the expansion of the use of Cham as a written language in all aspects of daily life.

This presentation documents the way in which interest in this long-neglected writing system was rekindled, and the new avenues for personal and community expression that are being opened by the propagation of Cham literacy. It also talks about current developments in the formalization of Cham language education in the country, including the possibility of bringing the language into the school system.

**Translanguaging as a desirable pedagogical practice in the L2 writing classroom**

**Parva Panahi Lazarjani**  
*Purdue University*

Translanguaging reflects bilinguals' use of languages and refers to a practice where bilinguals finely tune their use of multiple linguistic resources according to their language needs and proficiency levels. Bilinguals may be taught to operate in monolingual contexts, but this does not mean that they never translanguage. In fact, bilinguals utilize their linguistic repertoires flexibly, without suppressing features from a particular language in order to make sense of their lived experiences in their homes and communities (D’warte, 2014). In classrooms where translanguaging is incorporated as a pedagogical strategy, teachers can leverage bilingual students’ translanguaging practices, creating spaces for them to draw on the linguistic resources they already possess to be able to participate fully in all learning events (García, 2012). Although translanguaging is becoming an interesting topic (see Celic & Seltzer, 2011), it has met the most resistance in the area of writing. The major constraints in this regard are monolingual assumptions that conceive literacy development as unidirectional acquisition of competence, preventing individuals from fully understanding the resources multilinguals bring to texts (Canagarajah, 2011).

In this presentation, I argue for translanguaging pedagogy as a desirable educational practice in L2 writing classrooms and for its affordances for bilingual writers. I argue that translanguaging can provide certain benefits in L2 writing classrooms, if applied appropriately, and that by incorporating effective translanguaging strategies in their classrooms, L2 writing teachers will be able to treat language difference and diversity as a resource rather than a deficit, thus opening up the spaces that will allow the recursive process of writing to interplay between the languages students possess.

**A maker movement shift: Ceramics, New Literacy Studies and multiliteracies in a semi-structured makerspace**

**Casey Pennington**  
*Indiana University*

This study investigates the ways in which youth make, create, design and innovate in a semistructured, nontraditional makerspace in a ceramic studio. A maker is “anyone who builds or adapts objects by hand, often with the simple pleasure of figuring out how things work, creating an aesthetic object, or seeking to solve an everyday problem...” (Peppler, Halverson & Kafai, 2016).

This study takes its theoretical framework from New Literacy Studies and Multiliteracies through Gee’s (1991), Street’s (1984; 1996) and the NLG (1996) stance that literacies are socially situated practices. Thinking with Gee, Street, and NLG, this study looks at the ways in which nontraditional makerspaces are rich sites of new literacies and multiliteracies practices. Current literature centers on traditional STEM makerspaces (Peppler & Bender, 2013; Peppler, Halverson & Kafai, 2016; Resnick & Rosenbaum, 2013; Bucholz et al. 2014). However,
this study proposes to shift the lens into a nontraditional makerspace, such as a community-based ceramics art studio. The research examines the ways in which youth construct and deconstruct literacy practices in situ. This study endeavors to expand makerspace literature currently located in traditional STEM activities (e.g., e-textiles, e-puppetry, and squishy circuits) and move to nontraditional STEM spaces, such as a semistructured ceramic STEaM makerspace.

Data include audio/video recordings and photographs of participants’ projects, as well as transcriptions of small-talk with the participants about ceramics projects and material choices. Data collection takes place in 2-hour sessions once a week for four weeks.

The implications of this study position nontraditional makerspaces as rich sites where youth participate in developing new literacies by learning through socially co-constitutive practices with materials, the space and other participants in the studio.

Using flexible sequencing and “significant learning” to boost retention and recruitment

Deborah Schocket  
Bowling Green State University

The 21st century has brought with it a disturbing paradox: enrollments in language classes are declining even as the importance of intercultural literacy for college graduates’ future success is increasing. One way BGSU is addressing this issue is by taking a “lite” class previously based solely on cultural readings and repurposing it to include language advocacy, learning strategies instruction, and high-frequency interpersonal communication skills, providing a refresher or remediation for those needing extra support. This presentation will highlight some of the research informing this approach and offer a practical guide for those seeking strategies for recruitment and retention (Cohen, 2014; Fionda & Honea, 2017; Geocaris & Ross, 1999; Jernigan, 2017; Okura, 2016).

This redesigned class aims to serve as a 21st-century introduction to language study at the college level, although learners showing solid intermediate skills on the placement test are encouraged to go directly into a fourth- or fifth-semester class. By addressing the anxiety of transitioning from high school to college and offering tools to overcome it, the course gives students the confidence to continue language study rather than simply looking for the easiest way to finish their foreign language requirement. Needs analysis, differentiated instruction and project-based learning accommodate learners at various levels of proficiency, thereby allowing the class to support the language sequence at multiple points (i.e., it can be taken before 102, 201, or 202). Moreover, activities and assessments inspired by Dee Fink’s Taxonomy of Significant Learning serve to debunk students’ false sense of the lack of relevancy of language classes to their future, further fueling their motivation to continue (Fink, 2013). These simple yet profound steps based on creative sequencing and intentional advocacy can boost enrollments and lead to more students studying abroad and minoring or double-majoring in languages.

References


Inclusive writing instruction for shelter youth: A community-based research project

Jennifer Mason
Indiana University Southeast

Inclusive writing instruction promotes academic and professional prospects and opportunities for shelter youth who otherwise routinely find themselves underprepared for the institutional expectations of the education system and the job market. Besides romantic notions of writing one’s way out of poverty and other risk circumstances (significant risk factors include but are not limited to youths’ potential history with the juvenile justice system, foster care, or family conflict and child welfare), literacy is the primary means by which people demonstrate their competency — and the standards are ever-changing to involve more people and higher-level skills. Using grounded theory methodology, I developed a study to better understand the needs of shelter youth for improved designs in writing curriculum as part of the work to address problems surrounding literacy among shelter youth. The community-based research project (in which professional researchers collaborate with local citizens in community-driven processes to answer questions and solve problems) produced interviews with service providers for their firsthand expert knowledge of at-risk youth populations in Clark County, Indiana, to identify factors that impact attitudes and performance in writing. Discussion of the findings sets out connections between views expressed by the study participants and suggestions for responsive praxis. In lieu of specific prescriptions, I incorporate a sociocognitive perspective and critical theories from feminist pedagogy and social justice education to sketch ideas for serving the needs of Clark County’s shelter youth. The recommendations are relevant for educators, program administrators, community leaders, mentors, and students working with at-risk and traumatized populations.

The culture of native languaging: Language designation in primary dual language classrooms

Rachel Snyder
University of Washington

Many students entering primary level dual-language classrooms today are multilingual, and owners of diverse Englishes (García, Sylvan, & Witt, 2011; Wiley & García, 2016). Despite this reality, the process of native language designation in schools is restrictively focused on the identification of students as English learners (ELs) or nonnative speakers of Standardized English (Flores & Rosa, 2015). Native language designation is particularly significant in dual-language classrooms because teachers utilize these designations in many instructional decisions. Therefore, the purpose of this research is to highlight how the culture of native language designation is negotiated in dual-language classrooms, exploring its impact while also providing potential counters to its presence.

Although studies have been completed that examine language policy in dual-language classrooms (Potowski, 2004; Valdez, 2014), fewer studies link such policies to institutional structures, particularly those involved in language designation. Also, few studies have focused on potential practices that may counter such limited designations. Therefore, this study is centrally focused on the following question: how do primary-grade dual-language (DL) teachers negotiate the institutionalized culture of native languaging?

This study draws on an ethnographic case study of the three primary level dual-language classrooms in one elementary school. Data sources include multiple semistructured interviews, participant observations and formal observations of teacher practice, and recordings of student talk. Preliminary results of this study indicate that teachers have differing orientations towards native-language designation, and that these orientations are tied to their own linguistic histories and figured worlds of bilingual teaching. Also, the study demonstrates that students exhibit fluid, creative language use in all arenas of class work, irrespective of their designated native language. The study has significant implications for Dual Language program policy and the preparation of DL teachers.

Keywords: native language designation, dual-language education, classroom language policy
Analyzing Washington state’s bilingual education laws: A critical race perspective

Rachel Snyder
University of Washington

Historically, bilingual education has been tied to ethnic social movements aiming to resist white supremacy, reclaim colonized territory and engender cultural self-determination (Trujillo, 1998; Flores, 2016). Yet federal and state-level bilingual education law in the United States largely supports cultural and linguistic assimilation (Palmer, 2010; Flores, 2014). In this study, Critical Race Theory (CRT) and raciolinguistic ideologies are used to examine the embedded deficit-oriented ideologies in bilingual education laws. Further, the potential consequences of said laws are explored, revealing the continuous and purposeful erasure of linguistic and cultural identities in educational systems. Although Critical Race Theory (CRT) has been employed to analyze the structural impact of local policy on minoritized communities (Davila & Aviles de Bradley, 2010), few studies have explicitly connected CRT and language policy, or applied CRT to state-level law. Therefore, in this study, I apply CRT to two Washington State laws related to bilingual education: the Transitional Bilingual Education Program law and the Seal of Biliteracy law.

This study is based on a textual analysis of these laws and related materials. I utilize a Critical Discourse Analysis of the text of the laws, related legislative reports, and materials such as websites created by Washington school districts. I support my analysis with multiple empirical studies of emergent bilingual youth in order to suggest potential impacts of these laws (Menken, 2010). Results of this analysis suggest that these two laws, and the gaps between them, fail to mitigate the discriminatory effects of English assessment practices, and perpetuate white privilege in the educational system. Finally, I relate these findings to language planning (Ruiz, 1984), and suggest that a new orientation to linguistic legislation and educational programming is needed, one that recognizes language as a tool for oppression or liberation.

Multilingual college students’ reading and analysis of multimodal texts: Discourses, interpretations, and experiences

Zawan Al Bulushi
Indiana University

In this teacher-research study I draw from multiliteracies studies, which call for a broader view of literacy as compared to “traditional” reading and writing instruction, particularly related to multimodality and the need to integrate diverse forms of text associated with information and multimedia technologies to accommodate the needs of 21st-century students. For this study, students in my first-year composition course participated in critical reading of multimodal texts. The students analyzed videos using two types of analysis. Rhetorical (message) analysis requires them to unpack the discourses, arguments, messages and assumptions that the videos convey. Cinematographic/multimodal analysis entails identifying the various tools and techniques, such as lighting, color, music, character, dialogue, etc. that the producers use to support their arguments. This study was guided by the following questions:

1. What happens when video analysis is incorporated as a tool to teach critical reading in a college composition course for multilingual undergraduate students?
2. How do the participants interpret the content of videos? To what extent do they read and unpack discourses?
3. What pedagogical implications does this research hold for critical reading education?

Data sources included audio and video recording of class group discussions, online discussion posts, assignments, and field notes. Mediated discourse analysis as it focuses on the link between discourse and action and the roles they play in social situations was used to analyze the verbal and nonverbal language students used for meaning-making. Findings revealed the affordances and limitations of incorporating multimodal text
analysis in multilingual settings. Moreover, the research documented students’ experiences of this curriculum in terms of what they found helpful or challenging and the suggestions they offered for future directions.

**Spanish foreign language teachers’ views on heritage learners’ linguistic repertoires**

*Leslie Smith*

*Missouri Southern State University/Indiana University*

The hope among many foreign language (FL) educators is that the recent adoption of the Seal of Biliteracy (SoB) in Missouri will increase the number of students in high school FL classes by drawing from the traditional second-language (L2) learner population and the Spanish heritage language (SHL) population. However, an influx of SHLs with diverse linguistic backgrounds and practices in the FL classroom has several implications for curricular planning and delivery, especially in the areas of academic reading and writing development. First, given local constraints such as staffing and scheduling, it is unlikely that these SHLs could have a dedicated course to meet their unique needs, and thus, teachers must determine how to simultaneously meet the needs of both the traditional L2 learner and the SHL learner. Second, teachers must be prepared to encounter and manage diverse linguistic practices and discourses such as translanguaging, code-switching, and code-switching in the classroom. The focus of the current study is to investigate Spanish FL teachers’ (SFLT) attitudes and perceptions of how hybrid linguistic practices will be treated. Further, the study explores the perceived professional development needs of SFLT in anticipation of serving the SHL population. Using an on-line survey, teachers will be purposively sampled from a regional FL teacher database and asked to describe their current views on issues such as discouraging, sanctioning, or encouraging translanguaging to meet the academic goals of the language classroom. Follow-up interviews will be conducted based on survey responses using convenience sampling. Subsequent analysis will compare the participants’ perceptions with best practices and will attempt to make some assertions about the how SHLs’ academic Spanish needs, specifically in reading and writing can be met when enrolled in classes with L2 learners and how SFLT should prepare to meet this challenge at the high school level.

**Identity and professional development of first-year NNES teachers: A comparative case study**

*Xin Chen*

*Indiana University*

The complexity of academic socialization, which involves negotiating various cultures, competences, and power relations (Her, 2005; Pavlenko, 2003), warrants more research into nonnative-English-speaking (NNES) teachers’ experiences in English-speaking countries. Drawing upon the poststructuralist view of identity (Zacharias, 2010; Morgan, 2002; Norton, 2000), this research takes an interactionalist approach (Angermuller, Maingueneau & Wodak, 2014) to explore the relationship between identity transformation and professional development of a cohort of first-year NNES teachers.

The paper is from a larger qualitative study closely examining six first-year NNES teachers’ process of professional development when they teach English academic writing to multilingual students as associate instructors at a university in the US. The six participants were from different Asian countries and had no experience of teaching English academic writing in English-speaking countries before. Through interacting with peers and students, those first-year NNES teachers made sense of their own experiences and socialized themselves into the new discourse communities of teaching and studying. In addition, they employed individual agency to negotiate their identities through positioning themselves strategically in different interactional contexts.

The purpose of this study is to explore the relationship between identity transformation and professional development of first-year NNES teachers and thus give implications to teacher preparation programs, especially those involving NNES teachers in English-speaking countries. This paper focuses on two of the six participants, who were teaching their first language and English writing simultaneously, because their unique experiences provided rich data for an interesting comparative case study of NNES teachers’ identity.
construction and professional development. The researcher mainly explores the links that teachers see between their previous educational experiences, multiple identities, and their teaching practices in the classroom. Findings revealed that teacher communities and peer support are crucial for novice NNES teachers' development. Implications for other teacher training programs are also discussed.

Beyond peer review: Collaborative learning in ESL writing courses

Kirstin Helström

Indiana University

Peer review, an activity and process through which classmates review, critique, and provide written and/or oral feedback on each other's individual work, may be the most commonly used activity for teaching academic writing skills in English as a Second Language (ESL) adult educational settings. Although research shows that peer review can be effective for improving individuals' writings skills (Hirvela, 1999), this activity focuses primarily and heavily on the individual's writing abilities and text, and is often implemented to the exclusion of other, more collaborative activity types. Although some collaboration does occur in peer review activities, situative and collaborative learning theories offer a deeper understanding of what makes effective collaboration and how it can be integrated into composition classroom settings. Furthermore, including a greater emphasis on both collaboration and collaborative writing in the ESL writing classroom can help better prepare students for real world tasks in their future academic and professional endeavors. This paper seeks to address the gap between the traditional composition pedagogy of peer review and situative and collaborative learning concepts and practices by recommending a collaborative writing task design that can deepen student interactions in their collaborations, in addition to promoting greater individual and collaborative writing proficiency.

Exploring teachers' practice in land education and reconciliation

Christine Bridge

University of British Columbia

This presentation will focus on doctoral research that engaged educators in a series of land-based activities that prompted them to consider how the notion of "land as first teacher" (Haig-Brown & Dannenmann, 2008) might contribute to interdisciplinary approaches to land education, ecological recovery, and reconciliation in their classroom praxis. The 4Rs of respect, relevance, reciprocity, and responsibility (Kirkness & Barnhardt, 1991) provided an ethical community protocol that directed an exploration into ways to integrate processes of reconciliation into educators' teaching practice.

The narrative inquiry took place on the University of British Columbia (UBC) campus, situated on the traditional, ancestral, and unceded territory of the Musqueam people. Over the span of four months, a participant group consisting of four graduate students, three undergraduate students, and two course instructors from the UBC Faculty of Education, engaged in a series of land-based activities on various public sites on or near the campus that acknowledge and reinscribe Indigenous presence. Following each activity, participants were asked to reflect on a series of guiding questions. Data sources included prestudy questionnaires, reflective journals, semistructured interviews, and my own field notes and observations.

Findings of the research will be discussed; namely, how dominant discourses regarding the use of land and ethics towards the land were effectively challenged over the course of the study. Participants expressed how they might reshape their instructional approaches to include processes of reconciliation in a multitude of ways, and expressed commitment to building their own personal and professional knowledge, and awareness of Indigenous perspectives to help further these processes.
Reflective or recursive practice: Investigating teacher identity through zine

Summer Davis  
Indiana University

Teachers' lives abound with multiple tensions, often related to pedagogical, political, and personal discourses colliding. Although often, teachers are situated as having a singular "professional" identity, drawing from Bourdieu's (1994) and Gee's (1999) work, wherein that discourse informs and reifies positioning and thereby identity, Alsup's (2006) work demonstrates there is no true "unitary" identity of teachers because language, or more specifically, discourse in and about teaching "becomes the site of struggle ... a place where the real is constructed, truth is produced, and power is effectuated" (Britzaman, 1994, p. 56, qtd. in Alsup, 2006, p. 43). This study examines how teacher zine production might recontextualize, entextualize, and illuminate meaning and identities across different spacialities (Silverstein and Urban, 1996). Rowsell and Pahl (2007) note that a particular mode, such as a zine, might be a form of identity expression through narrative, which links the "making of a sign" and the mode that "connects the 'best fit' for the meaning maker's intention[s]" (p. 400).

Drawing from the work of a year-long study in an urban 9th-grade English/Language Arts classroom, this study investigates how teacher identity might be manifested and better understood through the use of art. Chiefly, using two hour-long interviews and three teacher-created zines, narratives and discourses were explored. After initial open coding, the Knight and Sweeny (2007) methodological approach to enthymemes was used. Findings indicated the participant's belief about his positionality, his struggle to reconcile competing discourses, and the zine as a pedagogical belief system. This study adds to the field of ethnographic classroom research through exploring ideas regarding research agendas, assumptions, and predispositions in complex times for research participants. In addition, this study hopes to illuminate how as participant-researchers, we might carve out small spaces to create movement toward participant-reflexivity and movement in practice.

Translingual franca Chinese: The development trend in the 21st century

Jing Lei  
Minzu University of China

This is a conceptual paper based upon critical review of the term of “translingual franca English” proposed by Pennycook, which is a term to “acknowledge the interconnectedness of all English use” (2008, p. 7). This term can also be applied to the situation of Chinese. Terminologically, “Chinese” refers to the language varieties of the Han people of China. It has been regarded as a lingua franca (Li, 2006), since it has been widely used in Great China as well as in some Southeast Asian countries.

More importantly, it is becoming an international language, as it has been well accepted by nonnative speakers in many countries in the last decade. Given the aforementioned background, this presentation proposes the term “translingual franca Chinese,” which refers to the general discipline that examines the nature and interconnectedness of all Chinese use worldwide. By applying Pennycook’s concept, this presentation focuses on exemplifying the diverse nature of translingual franca Chinese, which is also “a social process that is constantly being remade from the semiotic resources available to speakers, who are always embedded in localities, and who are always interacting with other speakers” (2008, p. 7).

“Translingual Franca Chinese” should not be solely owned by the Chinese. The same way local English varieties gain their ownership, i.e., glocalization, can be borrowed to prevent the issue of linguistic imperialism for local varieties of Chinese. This term was first used by Robertson (1995) to describe the adaptation of multinational companies to specific local cultural conditions for global expansion. This process leads to a global–local variational continuum of English, which is neither standard nor nonstandard (Alsagoff, 2010). Specific measures of glocalization, such as localized linguistic policy and planning, must be adopted to perceive all Chinese varieties as legitimate forms of the language in their own right.

Keywords: translingual franca English, translingual franca Chinese, semiotic resources
References


The impact of translingualism in literacy, culture, and language education

JesAlana Stewart
Indiana University

El idioma, le langue, il linguaggio, la língua, 说话 (shuōhuà) — regardless of what it is called, language continues to play an immense role in the human experience. One’s native language can be an intimate form of expression, a medium through which people connect, a worldview by which people live. It can be incredibly complex or simple. It can be uniquely personal or potentially global. These are not binaries, but extremes between which the gradient of language exists. In learning another language people are afforded with new forms of expression, they gain the ability to make more connections, and they are introduced to different ways of perceiving the world. In the 21st century, where globalization has enabled speakers of various languages to connect across great distances and differences, it has become imperative to educate students to be globally ready.

Therefore, this research frames language education through the lens of translingualism so as to expand the theory to further develop educational practices. This research attempts to explain language learning strategies that are translingual in nature, which have been found in English as a Second Language (ESL) contexts and have the potential to be applied in Foreign Language education contexts. The use of a critical ethnographic perspective taken in this work recognizes the urgency of equitable treatment of students in their language acquisition and the need for translingual competencies on a macro scale in a globalized society. Additionally, the use of autoethnographic data provides a firsthand account which further explicates the benefits of such a pedagogy on an individual or micro scale. Hence, this research advocates for more inclusive teaching practices and pedagogies, thereby aiding Western institutions of higher education in their role of developing civic-minded global citizens.

Institutional gatekeeping, literacy assessment, and homeschooling: Exploring the complexities of literacy learning and assessment in the home “schooling” environment

Angela Moon
The University of British Columbia

Drawing on Bourdieu’s social theory (Bourdieu, 1977; Bourdieu & Passeron, 1977), with a particular focus on how capital is both embodied and legitimized in institutional contexts (Bourdieu, 2011), this ethnographic case study explores ways in which a homeschooling family constructed school-literacy in their home environment and the subsequent implications for “schooling” and its relationship to literacy assessment practices.

A literature review of research situated in the historical, social, political and economic context of Canadian education suggests three assessment-related concerns: a disconnect between “best practices” and actual classroom assessment practices, the contribution of assessment practices to the marginalization of some nonmainstream students, and a lack of relevance of classroom tasks and assignments to students’ experiences outside of school (Bachor & Anderson, 1994; Frey & Schmitt, 2010; Lehmann, 2012; McGee & Colby, 2014; Reitz & Banjeree, 2007; Rogers, 1993; Volante & Fazio, 2007; Weissmann, 2013). However, schooling in the home has an explicit relationship with community values and home literacy practices (Beck, 2015; Fishman, 1987; Gregory & Kenner, 2013; Ray, 2017; Thomas, 2016).
Over the course of the study, the author was present in the home of the participating focal family in an urban Western Canadian setting. Data generation methods included interviews; audio recordings of “naturally occurring” talk; participant observations; field notes; documents; participant-generated artifacts; and video (when appropriate and with consent). Data was analyzed thematically employing data-near principles of discourse analysis. This study is grounded on our knowledge of divergent home and school literacy practices, classroom assessment in the K-12 public education system, as well as cultural repression and reproduction. It is hoped that the findings of this study will influence teacher education, homeschooling families, and education policies in Canada and in similar contexts elsewhere in the world.

References


**Language choice: Super-structure vs agency**

Virak Chan  
*Purdue University*

This paper is part of a larger qualitative study that investigates the current medium-of-instruction policy of Cambodian higher education and its social, economic, and political contexts for their implementation. It presents a case study of a growing English-medium-instruction (EMI) program at one flagship university in Cambodia and its relationship with the national language, Khmer. The data used in this paper include classroom observations and interviews with students, instructors, and school administrators. Implications for classroom practices and institutional language policy-making are discussed from the data obtained.

From the combined framework of language ecology and linguistic imperialism, data were obtained from different levels of the policies, including legislation, institutions, and classrooms. At the legislative level, policy documents were analyzed to see how different languages are represented. At the institutional level, interviews with university administrators and job and scholarship announcements were examined for the contexts of the policies’ implementation. The contexts for implementation were also examined at the classroom level with data drawn from classroom observations and interviews with both students and instructors. A critical discourse and nexus analysis were done to uncover the discourses about language and their intersections at the different levels of the policies. The findings raise interesting issues regarding the mother-tongue medium, English medium, and bilingual education in postcolonial and developing countries, including nationalism, modernism, hegemony, and social inequality. They also contribute to the increasing knowledge of the growing influence of foreign languages, particularly English, in these countries (Cambodia is an example in this case), of the potential inequalities caused by language policies, and of the social, economic and political contexts that condition them. This knowledge, in turn, helps inform language policy actors from the top to the bottom levels, including legislators, rectors (deans), administrators, instructors, and students of the university.

**Parental attitude to the Tiv language as a medium of instruction in junior and secondary school in Benue State, Nigeria**

Umar Saje  
*Sule Lamido University, Kafin Hausa, Jigawa State*

The purpose of this study was to examine parental attitudes to the Tiv language medium of instruction in view of the Nigerian language policy derived from the National Policy of Education (NPE) of 2004, which requires instruction to be given in the mother tongue in the Junior Secondary School. The theoretical and conceptual framework which informed and guided this study emerged from bilingualism and its two forms, which are additive and subtractive models. This study is thus a survey which made use of interviews and questionnaires for data collection from parents. A total of 286 parents were randomly selected from the eleven council wards in Vandeikya Local Government Areas of Benue State. The data gathered were analyzed using tables and percentages. Findings indicate the following: First, parents in Tiv-speaking areas are not ready to allow teachers to use the Tiv language as a medium of instruction in the Junior Secondary School. It was also found that parents preferred English as the language of instruction at the Junior Secondary School level. The study recommended, among other things, the immediate introduction of the Tiv language medium in the secondary schools in all the Tiv-speaking areas in Nigeria.

**Keywords:** Bilingualism, medium of instruction, parents, Tiv language.
Exuberance moderates the relation between effortful control and 1st-grade reading achievement: A longitudinal study of the relation between temperament at 54 months and reading achievement from 1st through 5th grade

Rachel Gross  
Indiana University

Theory suggests that reactive and regulatory temperament dimensions may interact to predict children’s reading achievement, but no studies have examined the interaction of exuberance and effortful control in relation to children’s achievement. Low effortful control is usually associated with poorer achievement, but can be moderated by external factors (e.g., teacher support). Data were drawn from the NICHD Study of Early Child Care and Youth Development to explore whether the relation between effortful control at 54 months and reading achievement across first, third, and fifth grades can be moderated by a resource internal to the child: temperamental exuberance. Free-loading latent growth curve models were estimated to account for the nonlinearity of individual growth trajectories in children’s reading achievement scores. The interaction of exuberance and effortful control predicted the intercept, such that when 54-month effortful control was high, children demonstrated high levels of reading achievement in first grade regardless of 54-month exuberance, but when 54-month effortful control was low, higher 54-month exuberance predicted higher first grade achievement. Results suggest that higher exuberance may help children with poor effortful control obtain greater reading achievement in first grade, but that their exuberance may no longer compensate for their poor effortful control in third and fifth grades. This study presents results of substantive interest regarding childhood literacy development, while also presenting an example of how to use longitudinal structural equation modeling to glean insights regarding children’s reading achievement by directly addressing the methodological complexities of studying change over time in reading achievement. Graphs and path diagrams will serve as visual aids which both highlight the substantive results and demonstrate the use of latent growth curve modeling to study factors which might explain growth in reading achievement.

Using LGBTQ picture books in the classroom: An exploration of preservice teachers’ heteronormative attitudes

Jennifer Conner & A’ame Joslin  
Indiana University—Purdue University Columbus

Preservice teachers at a small rural commuter campus were invited to read three children’s picture books depicting LGBTQ families. All three books have been previously banned or highly challenged nationwide in schools and public libraries for content. Preservice teachers were then invited to complete a survey that asked three questions about each book: (1) What did you like about it? (2) What did you not like about it? (3) How would you use this book in your future classroom? The survey also included nineteen Likert scale items that asked preservice teachers about their attitudes and beliefs towards people who identify as gay or lesbian. Preservice teachers who reported that they would use these books in their future classrooms suggested use for purposes of discussing diversity or to support students who had family members who identify as members of the LGBTQ community. The results of this study suggest that preservice teachers saw these picture books as doorways to address the needs of students who were from “different” kinds of families, suggesting that heteronormative assumptions were guiding their intentions. Preservice teachers’ perspectives of the LGBTQ community as "other" reinforces difference and promotes dominance over the group deemed as being "the other."
Linguistically diverse writing teachers’ translingual, transnational, and transdisciplinary negotiations in the composition classroom: Insights into teacher education

Cristina Sanchez-Martin
Illinois State University

Scholars at the intersections between language and composition studies have recently called for research to investigate teacher education in relation to linguistic diversity in the writing classroom in order to disrupt ideologies like “the myth of linguistic homogeneity” (Matsuda, 2006) and monolingualism in writing studies (Horner et al. 2011). As stated by You, “relatively little research has been conducted on how we might develop the large cohort of writing teachers to teach writing from a cosmopolitan perspective” (2017, p. 225), and, from a Second Language Writing (SLW) standpoint, Hirvela and Belcher noted in 2007, “we have paid relatively little attention to what actually takes place in teacher education programs with respect to how writing, and the preparation of writing teachers, is treated” (p. 125). In addition, while scholars have proposed terms such as “dialogical pedagogies” (Canagarajah, 2013) or teaching English as “translingual activism” (Pennycook, 2008), situated teaching practices that encourage the utilization and exploration of linguistically diverse and transnational literacies are yet to be explored. To contribute to this conversation, this research study uses a combined methodology consisting of constructivist grounded theory and ethnographically oriented case studies to provide detailed insights into teachers’ pedagogical literacy across institutional settings, languages, and disciplinary boundaries.

References


Malaysian EFL learners’ perceptions of collocations: IIUM students as a model

Ali Al-Halawani
International Islamic University Malaysia (IIUM)

This study explored the perceptions Malaysian EFL learners have about collocations. Participants were 120 tertiary-level students from the Kulliyyah of Languages and Management (KLM), IIUM. The participants completed a questionnaire that was designed to explore issues related to their views concerning learning collocations and methods they employ when learning them. A preliminary reading of the participants’ responses showed that they consider it crucial to learn collocations as these enhance their knowledge of and proficiency in the English language. Results indicated that the main sources of collocational errors are first-language interference and lack of information about the collocation itself. Learners believe that making use of collocational grids and listings of collocations are the most effective ways to learn them. They also believe that multiple choice and matching exercises are the most suitable strategies or assignments for improving the learner’s knowledge of collocations. It is only through understanding the nature of the difficulties encountered by learners and their needs that teachers can help them improve their language competence and proficiency. The data collected will be analyzed using the Statistical Package for Social Sciences (SPSS) software. The results of the study are discussed with reference to previous research conducted in different EFL settings, and in terms of the practical applications used in foreign language teaching in the Malaysian higher education system.
Hypermarginalized refugees: The linguistic and physical infrastructural barriers among refugee communities in Indianapolis

Lydia Lahey
Indiana University

Resettled refugees in the Midwest often face infrastructural barriers when trying to orient themselves into their new communities. It takes months, and even years sometimes, for resettled refugees to feel adjusted, secure, and stable in these communities, when they have been placed in already marginalized low-income spaces. In this paper, I argue that through a history of uneven development and placement of refugees in these spaces, language has added another obstacle in refugees’ lives, to create a hypermarginalized space for them within the urban context. Looking at the linguistic and transportation infrastructures that are in place, I analyze the ways that refugees cross these linguistic barriers through an ethnographic case study of Congolese and Burmese resettled refugees in Indianapolis, Indiana.

Translingual practices for pronunciation improvement in a mobile application in Korea

Yoo Young Ahn
Indiana University

In a Korean mobile application for entertainment, Pikicast, one of the editors of Talk-Talk-Hae-Young presented five colloquial English phrases for special occasions (e.g., shopping, traveling) every day. The postings are considered as one type of contact zone (Pratt, 1991) without authority, where diverse translanguaging interactions occur among users who have access to the app. Users can negotiate and co-construct meaning instead of accepting information from the editor.

In this study, I analyzed a) the editor’s use of Korean and English alphabets in pronunciation transcriptions and b) application users’ active responses to the postings using Canagarajah’s (2013) four macro translingual negotiation strategies: envoicing, recontextualization, interaction, and entextualization, which represent personal, contextual, social, and textual dimensions respectively (p. 79). Findings show that the unconventional use of first and target languages attracted many users’ attention. Interestingly, the editor’s lack of consistency and incorrectness in transcription, misrepresentation of contextual information, and wrong expressions evoked active discussion among application users. In commentaries, users not only refused to be a knowledge recipient, but also actively negotiated and framed the conversation as informants who were as knowledgeable as the editor.

Analysis of translingual practices in postings and users’ interactions suggests implications for formal learning settings. First, these available resources can be used to increase students’ interest and involvement, in addition to making English pronunciation easy and familiar. Being flexible with students’ responses can maintain their initial interest. At the same time, it is important to be accurate and consistent in order to prevent students’ confusion, as observed in Pikicast. I also suggest focusing on teaching central sounds with a high functional load (Brown, 1991) for effective communication. When teacher and students have become used to the practice, the teacher can provide more complicated information, such as vowels, suprasegmental features, and various spoken versions.
Language of instruction: Implications for early grade reading programs in multilingual contexts

Adrienne Barnes
Florida State University

Most education systems aim to provide learners with a solid foundation of knowledge and skills to enable them to become productive and successful members of society. However, in many developing country contexts, confusion exists around learning to speak a language versus learning to read a language. Education in the lingua franca is important for enabling successful citizenship, but some children may enter school unable to speak this language because their family uses a different language at home. These children may have limited fluency in languages other than the one spoken in their small language community, even when another language is the language of power in the country. One goal of the education system may be to ensure that all children can communicate in the language of instruction; however, it is important to examine how language learning for second or additional languages impacts the overall design of the program.

The language in which a child learns oral communication is the basis for literacy development (Storch & Whitehurst, 2002). This means that the language children are speaking when they enter school provides a wealth of linguistic resources when they begin trying to make sense of text. When a child is taught to read in a language she knows and understands, knowledge of language and vocabulary will support early decoding efforts because the child will need only to learn the skills associated with reading. Other major benefits attributed to providing instruction in a language that children speak and understand include increased access to education, improved learning outcomes, facilitation of child-centered learning, improved gender equity, accurate assessment of learning, cost-effectiveness, and greater parental involvement (Pflepsen et al., 2015).

This presentation will address policy and educational implications of mother tongue instruction in contexts where children are learning multiple languages in primary school, often including postcolonial foreign languages.

References


Du Iz Tak? The impossibility of linguistic erasure

Barbara Dennis
Indiana University

Theoretical Points

The “ontological turn” as a turning away from an anthropocentric orientation, with its emphasis on human language, toward a neomaterialist, post-humanist ontology is gaining influence in the social sciences (Barad, Haraway, Puar, Latour, Deleuze & Guatarri). The implications of this turn are significant for both language/literacy scholars and qualitative methodologists. The turn away from language in post-humanist and new materialist thought relies on a representational conception of language. A thorough critique of representation does not necessarily require abandoning language as an intrinsic aspect of human experience or dislocating human heterogeneity through a critique of a human/nonhuman binary. An alternative articulation of social justice methodological theory can be reconstructed from problematizing correspondence theories of language and truth while introducing a pragmatic perspective for conceptualizing meaning. This requires us to put forward a holistic rational expressionist contextualized theory of language and truth (Brandom, Habermas). Conceptualizing language in this way facilitates a more nuanced theory of being.
Empirical Examples/Points

We bring the theoretical discussion to fruition by analyzing two distinct photos from two different international research projects: one in rural China examining the life histories of Chinese youth who came of age during the radical social changes surrounding the cultural revolution, and the other in Uganda examining the local orientations toward peace in a poverty-stricken, postwar context. These two photos will be analyzed through a post-humanist, new materialist perspective and then reinterpreted through a critical pragmatism that seeks to retain communicative commitments as human endeavor.

The paper concludes with a provocative invitation to rethink the representational hegemony in linguistic theory and the legacy of the linguistic turn.

Home-school literacy: From preschoolers to young adults
Mukhlis Abu Bakar
Nanyang Technological University

This paper reports on research conducted in Singapore that revisits a two-year study on the lived literacy experience of eight Malay children who were preschoolers when the researcher first met them. Twelve years on, the researcher reunited with five of them, now young adults.

The earlier research (phase 1) was a two-year ethnographic study to examine the literacy experience of the children in and out of school during the transition years from kindergarten to primary school. These children had access to different opportunities for language and literacy learning at home, which made a difference to what they were able to take up and make use of at school. Upon entering Primary 1, they found themselves positioned differently with respect to the curriculum to which they had to adapt. Analyses of the interaction between the home and the school show that the school and the classroom as cultural sites were not easy or flexible places for many of these children to fit in, be they from high or low socioeconomic status (SES).

In phase 2, currently ongoing, the researcher has conducted a case study of five of the original eight children thus far, carrying out interviews with each of them. The aim is to bring to light the obstacles they faced in their literacy learning, how their literacy practices changed over time as they moved through primary and secondary school, and how the effects of those experiences accumulated over time. This paper reports on four of the children, from high and low SES. For these children, their educational outcome is almost what the researcher had predicted based on their home literacy practices at 6 years old. This raises questions on the role of school, and in particular, the extent to which it is able to “level up” students from disadvantaged families.

A prototype m-learning design for ESP adult learners in workplace settings
Roberto Rojas Alfaro
University of Illinois at Urbana-Champaign

Emerging needs in English for specific purposes (ESP) today are found in multilingual workplace settings where English is recurrently used as a means of communication. Such is the case of airport customs at international airports with the arrival of international tourism. Additionally, the situated use of English in the workplace has evolved toward the use of multiple semiotic resources — beyond speech — to convey meaning among speakers. This practice has drawn attention toward integrating an approach of multimodality to ESP, given its situated, practice-oriented nature in communication (Prior, 2013). Few empirical studies so far have looked into ESP needs of airport customs officers in relation to both workplace English use and, more importantly, English learner needs (e.g., Nguyen, 2017; Winiyakul, 2011). Nonetheless, workplace learning is missing from their scope. Understanding officers’ situated practice in routine customs tasks involving the use of English might become a valuable resource to inform course design, materials development, and teaching methods.

This presentation reports on findings from an ethnographic case study on airport customs English and introduces a prototype m-learning design for ESP learners. Needs analysis featured five types of analyses:
target situation, learning situation, present situation, means, and text analyses (Dudley-Evans & St John, 1998), intended to inform a suitable m-learning design and platform for airport customs English. In addition, m-learning design was informed by L2 learning and m-learning instructional design principles. L2 learning comprised second language acquisition, communicative competence, task-based language teaching, and adult learning principles. m-Learning instructional design featured mobile-assisted language learning, cognitive load theory, and cognitive-affective theory of learning with media. Learner needs derived from needs analysis and the abovementioned principles provided the input necessary for a course outline, materials, and activities. Suggestions for m-learning instructional design and a demonstration of a prototype online module are discussed.

Brown Sahibs in a virtual world: Netnographic and onsite observations of an online forum
Suparna Bose
Indiana University

This paper is a netnographic and onsite observation of the posts made during a period of thirteen days in an online book club named “Fans of P. G. Wodehouse.” The study showcases the prevalence of internet/digital and multimodal literacies in the contemporary era and highlights the changing face of book clubs. Using “netnography,” a new concept of internet ethnography, I portray a postcolonial virtual space, where traditional book clubs have gone online and the participants (both native and nonnative speakers/users of English) interact with each other varying degrees of virtual and physical interactions. This Facebook forum has been formed by fans of a celebrated British humorist, P. G. Wodehouse, and I illustrate the emerging predominant themes and also reflect on the nature of online/virtual communities and their members, showing how multimodal literacies have become popular. This project started as a wholly netnographic observation, but ended by incorporating both online and onsite observation. I describe the forum members in general and my interviewees in particular, using Kachru’s (1992) definition of the “brown sahib,” a nonnative speaker of English who uses English facilely as a language of communication and as a vehicle for upward social mobility. Using the analysis of online posts and semistructured interviews held with four members over Skype, iPhone voice memo, and Facebook Messenger, I examine which posts are the most popular and what are some expected and unexpected discussions that turn up in this forum. This paper also recognizes how in spite of the popularity of the nonnative varieties of English in a postcolonial world, hierarchies between nonnative and native speakers of English still persist.

The nature and impact of English loanwords in French written texts and advertisements and the perceptions of the Francophone readership
Antoinette Barffour
Missouri State University

The nature and impact of English loanwords in the French language, as found in various contexts, remain incompletely understood. Based on a search for occurrences of English borrowings in a sampling of certain French print materials and the use of a questionnaire, this study examines the nature of English loanwords employed in French print materials, analyzing both linguistic and sociolinguistic factors. The paper also examines French speakers’ attitudes related to this usage. Results of the study are consistent with previous evidence that nouns are the most affected category of lexical borrowings and that English loanwords in French are adapted to reflect the morphological structure of the French language. Integral borrowings represented a majority of the borrowed forms identified; however, hybrid and pseudo Anglicisms which are lexical creations were also identified and consisted of compounds simply juxtaposed (N+N) instead of the traditional compounding structure often used in French that requires a relational particle (N of N). Hence, this constitutes a deviation from the more analytic nature of the French language compounding system. Although there is some historical precedent for it, the paper argues that the greatly expanded use of simply juxtaposed compounds (especially N+N) is likely influenced by contact with the English language and therefore calls for more studies to examine English impact on the changing profile of the French lexicon. The level of acceptance of such
borrowed forms seemed positive since natives consider the use of English loanwords as due to laziness and as part of “trendy” language use with no threat to the French language. Nevertheless, due to the pervasiveness of English borrowings in French, some natives expressed concern about the need to protect the French language from English influence.

**Speaking proficiency in a hybrid environment**

Daniela Ortiz  
*Lake Michigan College*

Teaching elementary-level language classes in a hybrid environment has become the trend in education (Meskill & Anthony, 2015; Hampel & Stickler, 2015) especially due to its flexibility and individuality, as well as its emphasis on communication and collaborative learning (Rubio, 2014). A hybrid course is not only about technology, but rather, the integration of traditional with online activities “in a planned, pedagogically valuable manner” (Laster et al., 2005). The question of whether the hybrid class can be effective in general has been answered by numerous studies (Grgurovic, 2007). However, comparative studies of traditional and hybrid classes have produced small or statistically insignificant results regarding speaking proficiency (Chenoweth, 2006; Young, 2008; Blake, 2008; Thoms, 2014). Therefore, Rubio encourages researchers to go beyond contrasting, and instead assess “what” we teach and “how” we teach (Rubio, 5). One aspect of “how” we teach is the use of Discussion Boards to encourage communication and collaboration.

This study reports on a small-scale qualitative study analyzing the relationship between Discussion boards and the development of speaking proficiency of 12 community college students enrolled in a Spanish hybrid course for both the Fall and Spring semesters of 2018. Data was gathered from key oral Discussion Boards where they participated throughout the year and a final interview at the end of the academic year. A background questionnaire was also used, where students revealed whether they have any prior foreign language experience and a strong linguistic background, and what activities they believe helped them learn better. The hypothesis is that students who performed well on discussion boards demonstrate an increased speaking proficiency. Other variables for success that need to be considered when analyzing data are students’ L1 literacy, experience in a different FL, study skills, and grit. It is hoped that the results can help improve foreign language hybrid pedagogical practices.

**Europeanized Mandarin and translation teaching, based on the bilingual environment of Singapore**

Mengyi Sun & Feng Cui  
*Nanyang Technological University, Singapore*

Language variation is a result of the interactions between both language-internal and language-external factors. Therefore, the investigation of the development of Mandarin Chinese should not be restricted to only internal motivators. Rather, there should be a focus on the impact of language contact; that is, how languages in close proximity influence each other. Among the many cases of language variation due to contact, much attention has been given to the contact of Indo-European languages with Mandarin Chinese. The resulting foreignized variety of Mandarin is then known as Europeanized Mandarin. As opposed to generally monolingual China, Singapore, having been colonized by the English for over a century and thereby adopting a bilingual policy, has developed a variety of Europeanized Mandarin via a unique developmental pathway. This variety is heavily influenced by the other languages spoken in the nation and has developed naturally from the language contact situation. In addition, as English is the official language medium for teaching, it holds dominance over Mandarin, which has been relegated to being the second language for the effectively bilingual Singaporean Chinese community. This caused a difference in the generation of language between Singaporean Chinese and monolingual speech communities, which in turn, compounded with the language contact situation, resulted in the complexity of Europeanization of Mandarin in Singapore. Since Europeanized Mandarin is a critical component in the teaching of translation, this paper aims to explore the relationship between translation teaching and Europeanized Mandarin by answering the following questions: (a) which features of Europeanization should
be avoided, and how; (b) which features of Europeanized Mandarin can be considered to be part Singapore Mandarin, and when can these be allowed in usage; and (c) how can findings from (a) and (b) be integrated into the teaching of translation in Singapore?

**Multiliteracies, translingual practice and English as a lingua franca: Decolonizing language teacher education in Brazil**

**Isabel Cristina Vollet Marson**

*Federal University of Parana – UFPR – Brazil*

The diversity of coexisting peoples, cultures, knowledges, and ways of knowing has been one of the main characteristics of the contemporary world, making the need to prepare teachers to deal with multiple literacies (Masny, 2012), with several languages (Canagarajah, 2013) and with cultural diversity (Cope; Kalantzis, 2000) more urgent than ever. This is the background to this paper, based on preliminary findings of my in-progress doctoral research in Brazil. The main objective is to investigate how undergraduate students and professors perceive their classroom practices in a Portuguese-English Language major. The field-data generation took place at a State-funded, tuition-free university in the south of Brazil, in 2017 and 2018. Cleared by the local ethics committee, the data was constructed through qualitative interpretive research. The participants were seven professors (out of a total of 8) from the initial English language teacher education program, plus twenty-one undergraduate students (out of a total of 22) in the last year of the same program. Data was generated via class observations, questionnaires, and interviews. In this paper I will present and discuss partial results of the data analysis, which showed that both undergraduate students and their professors believed that developing multiliteracies and using a variety of semiotic modes to construct meaning in English classes was crucial to their education. However, they also expressed concerns regarding their own competence dealing with such issues, especially in the case of ELF, as they seem confused as to whether there is a need (or a possibility) to elect one specific variety of English to be taught/learned, whether the prominence of the “native speaker” construct still holds, whether the English used and taught is the same that students learn and need for their teaching practices, plus other dilemmas this presentation will discuss.

**Afghan refugee children in Pakistan: A closer look at language and literacy in a first asylum country**

**Assadullah Sadiq**

*University of British Columbia*

A first asylum country is “the country in which they [refugees] lived after fleeing their country of origin but before arriving in a resettlement country” (Dryden-Peterson, 2016, p. 133). Building on the limited research that focuses on the language and literacy practices of refugees in a first asylum country, this presentation focuses on Afghan refugee children in Pakistan. Using qualitative methods, I focus on the language and literacy practices of four Afghan children (2 males, 2 females) from Kindergarten to 3rd grade, in their home, community, and school. Data consisted of interviews with the children, their parents or guardians, and their teachers. Data also included written observations gathered from weekly visits to the children’s school and homes. The study was carried out between January and May 2018. This study uses the sociocultural theory wherein culture plays a pivotal role in learning. Thus, learning is shaped by historical, cultural and social contexts. Preliminary findings show that the female students were experiencing success in school literacy, including in their Urdu (L2) and English (L3) classes, while the male children were struggling significantly in school literacy, as well as in their language classes. This is particularly interesting, as the children’s home and financial situations were very similar to one another. Furthermore, the female students expressed dislike for having a Pashto (L1) class at school, while the boys welcomed it. Lastly, each of the families had retained oral Pashto in their homes despite being away from their homeland for decades, due to the war. Although they were illiterate in their mother tongue, they expressed strong interest in having their children learn Pashto and felt that the future of Pashto in Pakistan is bleak. I conclude with implications for educators and policy makers.
The contested discourses of yoga, youth and urban schooling

Janet Johnson
Rhode Island College

This critical qualitative research addresses some of the epistemological problems and possibilities of offering yoga in urban schools with large numbers of low-income youth of color. Now a $27 billion industry (Berila, 2016) that is often promoted as a way to counteract stress and anxiety, some critics argue that yoga marketing reifies dominant narratives around race, class, ableism, and sexism, instead of serving as a liberatory practice (Horton 2016). This has implications for the rationale behind offering yoga in schools, how and when it is offered, and how students, especially students of color, receive it.

Theories of discourse (Gee, 1999; Fairclough, 1995), hegemonic masculinity (Kimmel, 1994; Pascoe, 2012), and intersectionality (Hill-Collins & Bilge, 2016) framed this year-long study, which included weekly observations of a yoga class in an urban high school and interviews with the youth participants, yoga teacher, and classroom teacher. The youth, mostly boys of color, demonstrated strong self-awareness, understood how schools had positioned them in deficit ways, and provided descriptions of how yoga offered possibilities for addressing stressful situations in their lives. At the same time, they brought in hegemonic masculine discourses around sports and sexuality that reified their perspectives about their own bodies and those of women.

This research critiques deficit narratives of grit and resilience that abound in education reform literature by recognizing the capacity of urban youth to narrate and manage their lives. I also offer suggestions for making yoga a welcoming and inclusive practice for all youth.

Becoming transnationals: Education immigrants’ translingual practice and negotiation of identities in transnational space

Sary Silvhiany
Indiana University

One of the realities in contemporary mobility is a constant state of crossing borders and straddling two places. Mobile people sustain transnational ties to their home countries while employing a dual frame of reference in evaluating their life experiences. To understand contemporary immigrants’ life, Levitt and Schiller (2004) call for an analytical lens that can capture the lives of individuals that cannot be understood only by looking at what occurs within national boundaries. They argue, “Our analytical lens must necessarily broaden and deepen because migrants are often embedded in multi-layered, multi-sited transnational social fields, encompassing those who move and those who stay behind” (p. 1003).

This presentation is part of a larger research project on educational immigrants in the USA which addresses the lack of scholarly research in the area of education mobility and transnationalism by exploring the experiences of international students with accompanying family members. Drawing from theoretical concepts of transnationalism (Vertovec, 2001), translingual, heteroglossic practices (Canagarajah, 2013; Bakhtin, 1981), and hybridity (Bhabha, 1994), I will focus the discussion on educational immigrant women’s performance and negotiation of identities as expressed in their Facebook posts. As a widely used platform for connecting and maintaining relationships, Facebook has increasingly become an important transnational space. These women use Facebook for multiple purposes, including maintaining relationships with families and friends back in Indonesia, connecting with transnational communities, and using it as a tool to build, leverage, and mobilize transnational networks to support important causes.

Thematic and reconstructive analyses suggest the following: (1) the women’s meaning-making is produced though the orchestration of mobile resources, diverse semiotic resources, social networks, and material conditions; (2) their life trajectories and experiences of living in a transnational space contribute to their performance of identity; and (3) their identity claims are multiple and interactionally negotiated and constituted.
Literacy biographies: Case studies of three multilingual university students

Lynn Ishikawa
DePauw University

This session will present the preliminary results of case study research investigating the language experiences of three Chinese international students studying at a small liberal arts college in the US. How do these students understand their own language and literacy development in English? What experiences have influenced this development, and how do these compare with first-language literacy experiences? The aim of the project is to gain a deeper sense of the motivation, expectations, and language-related experiences students bring with them to college in the US.

This research offers a picture of students’ precollege English learning as well as their perceptions of this learning, and in doing so attempts to bridge the exercise of literacy autobiography recommended by Casanave (2004) with the concept of literacy narrative as introduced by Eldred and Mortensen (1992). Their effort to blend literacy studies with critical theory provides a way of understanding narratives through the lens of literacy socialization (1992). Similarly, narratives detailing students’ perceptions of their literacy development provide a rich description of their experiences in a way that, as Zamel (1997) writes, “may challenge our expectations and complicate our underlying conceptualizations about teaching and learning” (p. 349).

Topics to be covered in this session include the context and methodology of the study as well as an overview of the preliminary results. Issues for discussion will include themes emerging from the research as well as implications for college-level WAC and EAP pedagogy.

References


An Interdisciplinary call to arms: The pedagogical use of poetry in L2 education

Anastasia Boldireff
Concordia University/Universidad de los Andes

Teaching second/foreign language (L2) learners of English how to parse, write, perform, and analyze traditional metrical poetry has many advantages in L2 education (e.g., Dubreuil, 2015; Benjamin et al., 2010; Hadaway, 2001; Reese, 1966): (1) Students who learn how to discriminate speech accurately in the target language improve their pronunciation, particularly intelligibility in the target language; (2) teaching traditional meter instructs L2 learners on how to develop their own voice and consequently identity in their L2; (3) this construction of a second identity provide L2 learners with access to a sociolinguistic community through the opportunity of being given a chance to express the world they see; and finally, (4) poetry gives students an opportunity to share their cultures as well as rhythms through the acquisition of a phonological code (prosody), (Dubreuil, 2015; Bizarro et al., 2014).

This study seeks to address practitioners, educators, scholars, theorists, policy makers and language schools in an interdisciplinary call to arms to begin to use our collective knowledge for the benefit of education, the learner, the teacher, and the system. This presentation aims to do three things: It will first provide an interdisciplinary literary review to ground scholars across disciplines on how poetry has been and can be used in ELT to advocate for its revitalization in L2 education. Second, my study on using fixed-form poetry to increase listening discrimination and improve prosodic output will be offered as a possible empirically proven alternative (Boldireff 2018, in press). Lastly, I offer a possible long-term solution for the inclusion of traditional poetic meter by educating the L2 teacher in how to teach poetry.
Mirrored reflections: Bilingual education teacher candidates co-opting biliterate practices

Carmen R. Cáceda
Western Oregon University

The shortage of bilingual, bicultural, and biliterate teachers conflicts with providing equitable educational opportunities to every learner (Nieto, 2018). In response, teacher preparation programs have begun to encourage teacher candidates (TCs) to pursue study abroad programs to hone their needed competencies. A course was offered to intentionally interweave the TCs’ own language learning experiences, current research on biliteracy, and instructional practices in bilingual education. The course followed Vygotsky’s (1986) sociocultural theory and the biliteracy concept (Escamilla et al., 2014; Hornberger, 2004).

This case study explored how TCs’ perceptions informed them about their own biliteracy development, and it also made them reflect on their future students’ biliteracy trajectories. The study also examined TCs’ learning outcomes in a course that required interweaving two languages and two educational contexts, and how the particular instructional process of the course influenced TCs’ biliteracy trajectories. Data sources included TCs’ journals, literacy landscape essays, and field notes. The data was analyzed to find iterative instances (Patton, 1990) of constructs that I could then collapse to make sense of the data. The following themes emerged: (a) how vocabulary, culture, and context influenced interactions when reading and writing in Spanish; (b) TCs’ use of linguistic strategies (e.g., cognates); and (c) TCs’ decision-making to deconstruct some beliefs (e.g., teaching phonics in Spanish).

The findings indicated that having taken a biliteracy course while simultaneously honing their Spanish proficiency made TCs more cognizant of the process that their students will likely experience. Moreover, TCs’ awareness was heightened when using their second language regarding the high levels of biliterate proficiency required of bilingual teachers. An implication for teacher preparation programs is the need to assess such preparation of future bilingual TCs to enable every TC to understand their bilingual learners’ biliteracy trajectories.

Endeavors and struggles: A primary school EFL teacher’s CALL practices in new digital classrooms

Qi Li
Indiana University

Learning a second language is viewed as a critical competence in the increasingly globalized and multilingual world (Castek, Leu, Coiro, Gort, Henry, & Lima, 2008). Mirroring the second language policies in many Asian countries (see Spolsky & Moon, 2012), the Chinese Ministry of Education (MoE) values the importance of English as a foreign language (EFL) education and has included English in its nine-year compulsory education curriculum since the end of the last century.

With advances in technology, educators have been awed by the infinite possibilities that computers and other resources have provided in language classrooms (Birch, 2009). In the National Outline for Medium- and Long-term Education Reform and Development (2010), China specifies the critical role of technology in the latest round of educational reform. An increasing number of new digital EFL classrooms has appeared in primary schools in China, equipped with the Internet, computers, interactive whiteboards, and in some schools, one-laptop-per-child tablets. Despite the increasing access to technology and institutional demand for technology-savvy teachers, however, barriers that prohibit language teachers’ use of CALL activities still exist (Angus, 2017; Egbert, Paulus, & Nakamichi, 2002; Habbard, 2008).

This study reports a nonnative speaking EFL teacher’s CALL practices in the emerging new digital classrooms. Many data sources are collected, including classroom observations, video recordings of classroom activities, teacher interviews, and students’ language products. The findings illustrate that the EFL teacher applies to her teaching many communicative and constructivist approaches in the new digital classrooms, which are not possible to implement in traditional classrooms. Besides discussion of the innovative CALL activities in her classroom, this study also examines her struggles as she explores CALL practices. The study aims to provide
implications for teacher education and professional development programs to prepare language teachers for the new digital language classrooms.

**Representations of African-American family life and love in picture books about autism**

Arnell Hammond  
*Indiana University*

In children’s and young adult literature, only a very few books about children and young adults of color on the autism spectrum and their families have been written and published. Research on this topic is nonexistent. In general, picture book scholarship about families of color and disabilities is scarce (Belcher, 2010), as is overall “complicated and interrelated” intersectional analysis of disability, race, gender, social class, and socioeconomic status among families of color (Ben-Moshe & Magaña, 2014, p. 109). Studies about representations of autism in children’s and young adult literature are significant because they can bring to light inaccuracies, misinformation, stereotypes, bias, and misrepresentation of children on the autism spectrum and their families. In this paper, I consider the discourse of disability and race, specifically in relation to African-American families and autism, as expressed in text and illustrations in picture books for children. I also reflect upon the books’ histories and place in the African-American literary canon and notions and sociocultural messages about race, gender, ability and disability, normativity and abnormality, and care. I seek to learn how textual and visual discourse about African-American children on the autism spectrum and their families in children’s picture books reflects positive (authenticity, legitimacy) or negative (ableist, biased) notions of neurological difference and to “challenge the [representations of] social, cultural, biological, attitudinal, structural, environmental, and political barriers associated either with experiencing disability or with being disabled” (Solis, 2007, p. 2) in the books. A third area of investigation explores agency, authenticity and voice— who speaks for African-American children with autism and their families in picture books about them, and what perspectives and biases do authors and illustrators appear to bring to the genre?

**Connecting home storytelling to English learning through imagined worlds and oral traditions**

Beth Lewis Samuelson, G. Yeon Park & Simon Pierre Munyaneza  
*Indiana University*

When teachers and learners of English face challenging circumstances such as limited access to books and teaching supplies, local practices such as oral storytelling traditions provide creative resources for supporting bilingual literacy development. In this theoretically driven curriculum project, we describe how the imagined worlds provided by oral storytelling and dramatic retelling through reader’s theater supported English-language development for Rwandan upper elementary school students. Often these stories originated from creative storytelling practices by the students in their homes, thus illustrating how storytelling traditions connected funds of knowledge from home to resources for bilingual education.

Two theoretical frameworks of imagined worlds (Appadurai, 1996) and funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992; Campano, Ghiso, & Welch, 2016; Moll, 2015) that serve as creative resources for culturally relevant curriculum development were chosen for this study. The concept of imagination as a social practice (Appadurai, 1996) suggests ways that lived “imagined worlds” (p. 33) of the children become literate texts that can be used for developing literacy curriculum. The storytelling practices that the children engage in a home represent funds of knowledge. From this perspective, we posed the following guiding question: What is the role of creativity in enhancing student bilingual literacy development and teacher professional development in a Rwandan elementary school?

The current study is part of an international university-community engagement project of publishing annual anthologies of stories written by children in the United States and Rwanda since 2009. In the summer of 2014, videos of three teachers of reader’s theater classes, field notes, interviews with camp participants, and other artifacts were collected. Thematic analysis was applied to demonstrate the recontextualization of the stories.
Designing an ESP course around the tenets of intercultural rhetoric and translingualism to support internationally trained healthcare practitioners in the US

Esen Gokpinar-Shelton
Indiana University

Over the last several decades, the increasing worldwide demand for healthcare has opened US domestic borders to foreign labor, resulting in a rapid rise in the number of internationally trained healthcare workers. As a result of this growth, one key stride has been the development of “bridge programs” in which internationally trained professionals are credentialed in practicing medicine in the US. While bridge programs have played a significant role in recognizing cultural and linguistic differences in practice, most of the programs to date have adopted a nation-state assimilation perspective that treats language and culture as a homogenous entity and does not acknowledge how language identities can be formed outside predefined national and linguistic communities (Canagarajah, 2013). Therefore, as patients and healthcare providers become linguistically and culturally more diverse, there is an ongoing search for adequate theoretical frameworks to describe the reality of these professionals’ practices and how these bridge programs can be taught at differing linguistic and discursive levels.

In this presentation, the author proposes that designing an English for Specific Purposes (ESP) course developed around the frameworks of Intercultural Rhetoric and Translingualism can be a crucial component to enhance rigorous medical bridge programs (Connor, 2009; Canagarajah, 2013). During the session, the author will briefly discuss each of these frameworks and describe the development process of a 13-week ESP course prepared for internationally trained dentists at IUPUI. Classroom activities will be featured to describe how the curriculum is designed to encourage students to utilize certain dispositions to help them embrace their own linguistic and cultural diversity while helping them negotiate the norms within various discourse communities. The goal of the presentation is to offer an alternative pedagogical approach to support the needs of internationally trained healthcare practitioners in today's transnational world.

Becoming an engineer: Discourses and identities among Latinx engineering students on the US-Mexico border

Helena Mucino
University of Texas at El Paso

According to US Census data, only 7.9% of engineering bachelor’s degrees were awarded to Hispanics in 2011 (Landivar, 2013). These statistics point to the continued underrepresentation of Latinx students in engineering, which has persisted in spite of concerted efforts at recruitment and retention throughout the postsecondary pipeline. Most of the studies that have addressed Latinx recruitment and retention have focused on individual motivations, behaviors, and self-efficacy; fewer studies drawing on sociocultural explanations have examined why Latinx students choose to study engineering.

The aim of this study was to draw on sociocultural theories of literacy and identity to explore the significant influences on Latinx students’ decision to pursue engineering at the postsecondary level at a 4-year university located on the US-Mexico border. The two questions guiding this study were: (1) How do Mexican and Mexican-origin students “figure” their decisions to studying engineering? (2) How do these students describe the experiences that shaped their decision to pursue engineering? Data were gathered from in-depth ethnographic interviews with eight Mexican and Mexican-origin engineering students and analyzed using social practice theories of discourse and identity, namely Gee’s theory of D/discourse and Holland et al.’s (1998) theory of figured worlds. Preliminary findings suggest that students’ decisions to become engineers were closely related to their identities, which were grounded in “socially-produced, culturally-constituted activities” (Holland et al., 1998, p. 40). Hence, different sociocultural experiences, including family interactions, childhood activities,
interactions with teachers/mentors, and school-based activities both situated and mediated their decisions to pursue engineering. Through these findings, we argue the importance of understanding the complex and situated nature of Latinx students’ decisions to pursue engineering, which in turn can help shed light on how to increase their recruitment and retention in STEM fields more generally.

“Cultural literacy and pluralism” at Islamic schools in the USA

Derya Dogan
Indiana University

Islamic schools in the US were started by the Nation of Islam as elementary schools in the form of homeschooling. With the establishment of the Council of Islamic Schools in North America in 1991, their expansion to different Muslim communities in the US increased. They take various forms, such as regular full-time schools, homeschooling, after-school programs, weekend schools, and postsecondary education. The curriculum at these schools focuses on the Arabic language, Quranic recitation, and Islamic theology and history, along with religion-neutral courses from the social and natural sciences. While those schools may help to create a Muslim identity with regards to Muslim vs. non-Muslim in the wider American society, research shows that they have gone only a little beyond developing a sense multiculturalism and multiliteracy within the Islamic communities of the US. “Cultural characteristics” of an Islamic identity are dominated by the Arabic language, with religious literacy focused on the Quran and the history of the Islamic dynasties of the Middle East, although Pakistani, Iranian, Indian and Afghan Muslims who come with their own language and national histories outnumber Muslim Arabs from single Arab countries.

Drawing on existing literature and applying a version of social identity theory, this paper analyzed whether and how the multicultural diversity of Muslim communities in the US is addressed to develop a unified sense of “religio-cultural” Islamic community at Islamic schools. The research questions are: How have Islamic schools developed in the US? How do these schools approach the concept of creating an ummah (community or religious community) across the diversity of understandings of Islam and Islamic education? What is the role of Arabic towards an “ecumenical” approach or movement across Islamic education in the US?

Language teaching policies and practices in the Turkish EFL context and the effects on English teachers’ motivation

Emre Basok
The Ohio State University

Most studies in language motivation have focused on student/learner motivation. This qualitative study explores Turkish English as a Foreign Language (EFL) teachers’ perspectives regarding current English Language Teaching (ELT) policies, ELT curriculum, assessment practices, and teacher motivation in the Turkish EFL setting. The data were collected with semistructured, 30-minute-long FaceTime interviews. The study’s participants were three native Turkish EFL teachers teaching at elementary, middle school and high school levels. The focus of the study was to explore if teachers observed a gap between language teaching policies and actual classroom implementation of these policies in the Turkish EFL context; and if there was a perceived gap, how this gap affected EFL teachers’ motivation at different grade levels. The interview data were coded with a priori codes, and the data were analyzed with thematic analysis.

The results show that teachers perceived a gap between language teaching policies and their actual teaching practices in the classroom. This perceived gap stemmed from four tensions that are explored in this study: (1) tensions between policy and practice, (2) tensions between the curriculum and assessment practices, (3) tensions between autonomy and centralized policy decisions, and (4) tensions between motivation and external pressure. Teachers feel that it is not realistic to implement Communicative Language Teaching (CLT) in Turkish classrooms, as the assessment practices put too much emphasis on students’ reading comprehension and grammar knowledge in the centralized language examinations. As these exam results play an important
role in determining students' high school and college enrollment, teachers feel obliged to teach in line with the grammar-based language tests.

**Voices of beginning college students on academic probation: A classroom ethnography**

**Melissa Brundick McNabb**  
*Indiana University*

This presentation of the dissertation findings of a classroom ethnography will illuminate a recent study of beginning college students and why they ended up on academic probation by the end of their first semester or first year in college. All invested in higher education — professors, administrators, housing personnel, advisors, and students of all levels — will benefit from learning about how to recognize the institutional and personal obstacles which lead to probation for many beginning college students. Knowing how to help struggling students is a powerful tool for all involved in higher education.

Underachievement in many beginning college students in American universities is an ongoing national dilemma. This classroom ethnography at a midwestern university involved members of an academic probation class specifically designed for freshmen and sophomores who underachieved during their first or second year in college (defined as those who accumulated a cumulative GPA of 2.0 or less). Researcher participant observation and interviews allowed student voices to explicate individual causes of academic underperformance. One year of participant observation, the personal explanations of academic probation students themselves, the rich commentary of a peer instructor, teachers of the class and directors of the program, supplemented with classroom artifacts, allowed multiple perspectives about why college beginners sometimes academically underachieve. This qualitative classroom ethnography shines a light on the dilemma of beginning college student underperformance and paints an intimate, panoramic view of higher-education students who achieved less than their academic potential.

**From multi- to trans-: Exploring the limits of disciplinarity**

**Barbara Dennis**  
*Indiana University*

Over the past few decades the conceptualization and theorization of literacy has been marked by significant turns that are underscored by multiplicity. Multiple literacies (Masny & Cole, 2009), new literacies (Lankshear & Knobell, 2003), and multiliteracies (New London Group, 1996; Cope & Kalantzis, 2000) share a grounding in which literacy(ies) are multiple; “text” and literacy(ies) practices are unbounded. In this paper, we seek to open a conversation that moves the “multiple” to the “trans.” Using Barad’s (2007) theory of new materialism and diffractive methodologies, we explore entanglements of subject and object — phenomenon — that are not bound by siloed academic disciplines. Drawing on our respective research with Indigenous communities in Alaska and Uganda, we argue that a “transdisciplinary” approach to research can make visible practices that otherwise obscure difference. Indigenous approaches to teaching/learning (an entangled set of activities) embody a holistic interconnectedness of environment and human intra-actions. This basis undermines disciplinary prioritization and hegemony.

The limits of disciplinarity are ruptured through both the Ugandan and Alaskan contexts. It is this always already ongoing “rupturing” that produces new modes of being and doing. In the Uganda project, the conceptualization of inquiry needs, identification of phenomena, and the related lived experiences are always already entangled. In the Alaska context, the holistic approach whereby all things are interconnected can be illustrated by the cultural activity of subsistence. Nonhuman and human are entangled such that they are “always (already) getting ready” — the salmon in a perpetual life cycle; the hunter perpetually preparing for catching and storing; both experiencing together other natural (and manmade) phenomena in their preparations. Therefore, studies with(in) both contexts need a transdisciplinary orientation in order to work with the entanglements.
Refocusing privilege in high school literature to a socially just classroom

Dee Degner
Indiana University

Willis-Rivera and Meeker (2002) remarked, "It is very likely that children born today will interact with people from different cultures much more often than previous generations" (p. 269). The purpose of this paper is to help teachers identify privilege in books so they can use it to teach social justice in the classroom. Students need to understand how gender, ethnicity, race, and disability are treated historically throughout the world. All students need to understand the privilege of whiteness as the standard of normal. This paper uses a compilation of the definitions of whiteness from Frankenberg (1997), Kincheloe & Steinberg (1998), and Green, Sonn and Matsubula (2007). By breaking down the definition into eight parts, I demonstrate what whiteness is, how to recognize it, and how to discuss its portrayal in novels.

I conducted a review of the reading lists for some of the most diverse schools in a midwestern state, with books ranging from the Victorian era to the early 1900s. In choosing the schools, I wanted to get a well-rounded list of schools with various demographics. Using the state’s Department of Education website, I chose the schools with the five highest populations from each listed demographic. This gave me a list of 20 schools. My intention was to find out what books are currently being used in these schools.

Welch (2016) said that "literature contributes to the cultivation of racial biases and stereotypes while impeding the cultivation of compassion toward others" (p. 367). One of my findings was that some schools are starting to bring in more diverse and current literature for their students. Hopefully, this change will lead to more understanding among different peoples.

The concomitants in a multicultural class: An example of 5th grade

Asiye Demir
Indiana University

Immigration has been governing today's modern society by affecting the lives of people as well as educational environments. To include immigrant children in mainstream education, many solutions that stem from a multicultural interpretation of education, such as Funds of Knowledge (Moll & Guitart, 2014), are advised for a classroom setting. However, the reason why educators need to explore different cases individually and create solutions for their situations is that every classroom has a different immigrant student profile. With this in mind, this study took a diverse 5th-grade classroom as a case which includes three students from South Korea, two students from China, and one student from Russia. None of the students were native English speakers, while their teacher was. This study sought to understand how multicultural conjunctures affect the classroom and what kind of concomitants present in the classroom. The data was drawn from observations in the classrooms, interviews with the teacher, and field notes. Data analysis followed the thematic coding and analysis method, since the research sought to explore immigration as a social phenomenon. After transcription and coding, two general themes were identified: the concomitants that the teacher faced in and out of the classroom, and the solutions that the teacher found for the specific situations. The term concomitant was chosen intentionally, because the rocky road of teaching in the multicultural classroom was not due to the children, who are from different countries. Member check and triangulation were the methods for providing validity for the study. The results of the study involved three different problems and solutions: system-related concomitants, student-related concomitants, and parent-related concomitants. The teacher of the classroom made an effort to create a unique place for the children in each concomitant.
“No son fourth grader-y enough:” Test prep in a bilingual classroom

Karla Venegas
University of Pennsylvania

An overt public panic sweeps across most public school classrooms the weeks leading up to the BIG standardized test. All of a sudden fourth graders are not being “fourth grader-y enough,” social studies class is swapped out with a class on how to correctly answer constructed response questions, and practice tests are squeezed in after lunch on Fridays. Essentially, testing becomes conflated with schooling. There is a long history of research that shows that standardized testing reinforces deficit perspectives of students of color and serves to further marginalize and track students based on arbitrary notions of success. Building upon this research, this paper looks at how fourth graders in a dual-language bilingual school in Philadelphia become socialized into approaching reading comprehension through formulaic models of personhood and appropriateness. I use classroom discourse analysis to analyze the ways in which students incorporate anchor chart lessons into their own notion of learning the grade-appropriate material in English and in Spanish. Furthermore, this paper will use the official Philadelphia PSSA English Language Arts Grade 4 Short-Answer Scoring Guideline to analyze the way in which educators are strong-armed into teaching only very narrow frames of “correct,” which I discuss using the framework of governmentality. This paper presents the sociopolitical emergence of standardized testing language practices in a bilingual classroom.

Exploring collaborative early literacy learning: An ethnographic case study of weekly iPad activities

Iva Son
Lancaster University

Since their release in 2010, iPads have proliferated, and numerous studies have been conducted on their educational potential as an effective resource for children. Young children may learn to play, socialize, and seek mutual expectations, form meanings, and repeat and imitate each other, but relatively few studies have been conducted on collaborative or peer-to-peer interactions. This presentation features an ethnographic case study I conducted to observe children’s collaborative interaction while engaging in an early literacy app, Aniland (aniland.co.uk), designed by myself and a team at Anilab, once a week in two different classrooms over 10 weeks. The sample involved a total of 29 children between 3 and 4 years of age in groups of two or three in a private day care center in New York City. I explored how this particular technology may enhance children’s literacy skills and promote the meaning-making process among peers, as well as how children may apply information and practices acquired from the iPad activity to the classroom. Through a naturalistic observation, I recognized that participating children developed some literacy skills and social skills while actively participating with their peers. Children not only interacted with students within their groups but also constantly reacted to the other groups around them, showing competition, cooperation, dominance, tutoring, etc. My provisional conclusion is that using educational apps on iPads may help develop children’s literacy skills when those apps are used via interaction and collaboration for enhanced learning outcomes with peers who are of a similar level in the classroom setting. The study demonstrated the complexity of peer relations, as interest levels, social and cultural backgrounds, knowledge, and closeness vary among everyone. Lastly, young children’s engagement with iPads may contribute to enhanced literacy skills and to expressing and utilizing their own knowledge and creativity.

Keywords: apps, collaboration, iPads, emergent literacy, early childhood, ethnography, peer interaction
A critical examination of terminology used to identify and represent culturally and linguistically responsive research and practice

Leanne Evans, Kelly Kloth, Crystasany Turner & Molly Wolk

University of Wisconsin-Milwaukee

Teacher education has acknowledged a need for a workforce that is as culturally and linguistically diverse as the students who are entering classrooms (Lucas, 2011; Nieto, 2003; Sleeter, 2001). Specifically, the growth of non-English-speaking students is increasingly disproportionate to the number of teachers who share the same linguistically diverse backgrounds as these students. For example, the number of Latinx children ages 3 to 17 enrolled in public and private schools is approximately 20% of the total population of school-age children (NCES, 2015). In contrast, Latinx teachers comprise only 8% of the teaching force (Goldring, Gray, & Bitterman, 2013). This mismatch illuminates the need for greater understandings and a shared professional knowledge base related to diverse groups of students.

This presentation reviews the literature focused on the language and theoretical background used to describe and represent culturally relevant (Ladson-Billings, 1994; 2015), culturally sustainable (Paris, 2012; Paris & Alim, 2017), and critically conscious (Valenzuela, 2016) frameworks. Our research, Asset-based Cultural Competency Ensuring Student Success (ACCESS) will be provided as a backdrop for our exploration of the language of transformative and critical work. ACCESS is a project that addresses the challenges of effectively supporting diverse groups of students. Through this literature review, we examine historical, sociocultural, and political influences that have impacted the terminology used in examinations of cultural and linguistic diversity in educational research and practice. In doing so, we interrogate deficit paradigms that are inherent in the academic language used to describe differences in student groups. The aim of this session is to share what we learned and engage the audience in a reflection on the terminology they use in critically and culturally responsive work and to consider the conditions in which this terminology is used. Our work is supported by a US Department of Education SEED grant.

Language practices of Andean women in Peru: Understanding resilience in the periphery

Laura Valdiviezo

University of Massachusetts-Amherst

In this testimonial approach to study Andean women, I aim to understand the meanings and cultural practices of four generations of women, of both Andean and Spanish descent, who lived in the central Andes in Peru. Experiences of servitude, war, and environmental violence marked their lives and those of later generations who lived and visited elders in their land, or chacra, where children were cared for and deeply loved, but where learning and speaking Quechua was forbidden to them. Theirs was a life in the periphery, where cultural practices responded to daily material scarcity but were abundant with translanguaging (García, 2009; García & Wei, 2011) through the use of mixed (bilingual) language practices, as well as knowledge about survival that preceded any formal education. This testimonial work collects the stories of some of the women who both lived and visited the chacra. These are stories of women in the periphery and the way they positioned the language of power, Spanish, and their intimate language, Quechua, when sharing knowledge and affection but also when protecting their children from stigma in the Andean context where the Indigenous speaker (particularly women) experienced — and continue to experience — social and economic exclusion (Ames, 2013; de la Cadena, 2011; Mendez, 1996; Niño Murcia, 2011). These are the lives of those who are, in this case, at the periphery, and this exploration aims at deepening our ways of knowing and theorizing about language practices and beliefs through ethnographic approaches.
Examining the dialogue of preservice teachers (PSTs) within voluntary university club spaces established to address urban education needs: A fieldwork project

Breanya Hogue
Indiana University

There is a wealth of literature concentrated on formal ways to prepare preservice teachers (PSTs) for urban education settings (Weiner & Jerome, 2016; Shaffer, Gleich-Bope, & Copich, 2014), but little attention has been paid to the impact of voluntary, student-led spaces that focus on urban education and needs on preservice teachers’ dispositions. It is imperative for educators to practice self-reflection and development of a cultural critical consciousness (Gay & Kirkland, 2003) as they strive to improve the educational opportunities and outcomes for marginalized students. This study examines how PSTs engage in these processes through their organizational planning, decision-making, and dialogue around urban education and needs, as well as how they find such spaces beneficial as they construct their understandings of urban education. The theoretical framework used for this study is Critical Race Theory, specifically the notion of cultural studies as an intervention, as it makes a space for dialogue between intellectuals, critical thinkers, etc. who may in the past have stayed within narrow disciplinary concerns (hooks, 2015). Through thematic analysis and coding of interview and field observation data, my findings show the ways that this form of nontraditional “grassroots inquiry” benefits student stakeholders both socially and critically.

Keywords: Preservice teacher, teacher preparation, voluntary club spaces, community, cultural competency, urban needs, urban education

References


Parental awareness and children's literacy: A bedrock for improving reading ability among Nigerian children

Mohammed Bello Umar
Aminu Saleh College of Education, Azare, Bauchi state, Nigeria

Reading is a serious challenge for Nigerian children. Most of the children cannot read either in their mother tongue or in English, although it is the official language. Accordingly, in an attempt to establish a connection between parental awareness and children's literacy, two groups of parents have been purposively identified. The first group comprised ten parents who are not educated, or aware of the need to support their children's literacy abilities. Because of this, they do not usually sit with their children to tell them stories or ask the children to tell them stories. The second group, also comprised of ten parents, are educated and aware of the need to support their children's literacy ability. In each of the groups, one child between 5-6 years old was randomly selected and assessed using some letters and identification of objects. Accordingly, it was discovered that those children whose parents are uneducated are found to have serious literacy challenges. The research therefore recommends the need for international intervention in terms of rigorous sensitization, mobilization, and a holistic campaign to making parents aware of the need to support their children, to obtain better outcomes. Otherwise, all efforts towards the provision of books, workshops for teachers, and other monetary interventions will take longer to see the light of the day.
The voices of Chinese-Americans in young adult literature

Jingshu Chen
University of Arkansas

This article intends to discuss two books, We Were Here by Matt de la Peña and American Born Chinese by Gene Luen Yang, through the critical lens of single story and counter-storytelling, to see how Chinese-Americans are portrayed in young adult literature (YAL) and what the consequences of this portrayal are. I deliberately chose one work from an "outside" writer and one from an “insider” to offer a more comprehensive anatomy on the single story and counter-storytelling of Chinese-Americans in the field of YAL.

To understand the single story as well as the counter-storytelling of Chinese-Americans in YAL, first we need to understand the danger of having a single story. Stories from books and new media may be our children's first lens through which they are learning about the outside world. As we may have already seen in the adult world, a lot of stereotypes of Chinese identity came from the films of Bruce Lee and Jackie Chan. Children's stories offer similarly stereotyped images to our young people. The reinforcement of a single story of the Chinese-American experience could make it especially hard for Chinese-American youngsters who are already struggling with the pilgrimage of racial and ethnic identity development. For authors as well as educators, maybe the best way of clearing up a tedious single story is not to distract it or suppress it with several other diverse stories or counter storytelling, but through questing for a better understanding of the single story itself. Hopefully, this presentation will provide writers and multicultural educators of American-born Chinese children with a better understanding of these youth and their cultural backgrounds, of the reasons why the single stories were generated, and why we need the counter-storytelling.

A case study of four first- and second-level Mandarin Chinese immersion program students: Examining level of investment in learning the target language and degree of global competence

Geoffrey Hoffmann
Indiana University

According to Kinginger (2013), achieving global competence (defined by ACTFL [2014] as “the ability to withhold judgment, be alert to cultural differences, act respectfully, and interact with awareness, sensitivity, empathy, and knowledge of the perspectives of others”) requires a genuine investment in language learning (p. 342), described by Norton (2013) as “the socially and historically constructed relationship of learners to the target language” (p. 6). Experts have identified both global competence and investment as important factors for learning a foreign or second language (Byram, 141).

This small-scale case study examines the situation, perceptions, and goals of four participants from first- and second-level Chinese courses (studying in an intensive eight-week immersion program) in an effort to understand their level of investment in learning Chinese and also their degree of global/intercultural competence. Through the findings we can understand factors that affect student investment in foreign language studies, and also ways in which teachers can encourage student investment in the target language and develop the intercultural competence that is so critical in our increasingly globalized world. Interviews and classroom observations were used to collect data, and information was coded using a framework based on Darvin and Norton's (2013) model of investment, Dörnyei's (2011) concept of L2 motivation, and expert definitions of global competence. The context for this study involves Mandarin Chinese learning, but the findings can also be applied to other languages as well.
Understanding language loss and its relationship to language acquisition and power in multilingual settings: A case study on how identity formation is muted in our classrooms

Victoria Visueta & Porfirio Loeza
California State University Sacramento

While each individual has their own experiences with learning a new language, it is often forgotten that their previous one is no longer accessible. This research consists of gaining an understanding of the experiences of English-as-a-second-language learners. The focus is to ascertain the relationship between power and literacy within the context of a regular classroom, particularly when students are English learners. Data was gathered from a small sample size culled from different ethnic backgrounds, classes, educational levels and socioeconomic status, by conducting interviews documenting their language experience. This study builds on language loss and identity, and contributes to the understanding of literacy and power. This topic was pursued to gain understanding of learning English as a second language. Numerous case studies were used as part of the analysis, including research from Angela Valenzuela's Subtractive Schooling, which focuses on teacher-student relationships, while showing the dynamic between teachers and monolingual individuals. Detailed examination of power and literacy by Paulo Freire and Michel Foucault showed that language is powerful and ideological. Among other things, Freire and Foucault discuss the ideological processes that are embedded in educational settings. Furthermore, additional case studies were conducted to document experiences from other individuals’ perceptions of learning English as a second language. The current findings point to the likelihood of individuals facing a certain type of identity loss or shift. They also bring to light the issue of English-only education, and the importance and benefits of bilingualism and biliteracy.

The dynamic between Turkish language policy and language experience of Kurdish people in Turkey

Aslihan Guler
Indiana University

The Kurds are one of the minority groups in Turkey. Their mother tongue was officially banned by the Turkish government in public domains from the establishment of the Turkish Republic (1923) until 1991. Even though the official ban on speaking Kurdish in public was lifted almost thirty years ago, social marginalization is still the case in Turkey. Moreover, education in the Kurdish language is still banned. Almost 30 million Kurdish people currently live under the pressure of a monolingual Turkish language policy in Turkey.

From a critical perspective, this study seeks to understand the dynamics between top-down Turkish language policy and the language experiences of Kurdish society under political, social, and economical pressure. In this ethnographic case study, six Kurdish people who live in the US but are originally from Turkey participated in two semistructured interviews and focus group discussions. Data also includes field notes, audio and video recording, and a year-long social media observation. Preliminary findings show that, before moving to the US, most of the participants considered Turkish as a medium of higher education, social prestige, and economic power, only learning and using limited Kurdish to communicate with relatives who do not know any Turkish. Another key finding of this study is that most of the participants hid or even suffered internal conflict over their Kurdish identity and language because of social pressure and fear until they moved to the US. Furthermore, the observations and the interviews show that the participants have come to value Kurdish language and identity more after moving away from the social, educational, political and economic pressure in Turkey.
Uncovering contemporary Latinx children’s literature: A journey into inquiry and understanding

Erin Moira Lemrow
University of Notre Dame

As the number of Latinx students in American schools increases, the need to appropriately situate meaningful literacy engagements becomes paramount. This presentation offers just one intervention, using the co-constructed knowledge of a practitioner-inquirer and her undergraduate students, enrolled in a Latino Studies course at a private, predominantly white institution located in the Midwest. The co-inquirers aim to inform curricular recommendations for appropriate literature involving Latinx students in the K-12 continuum. Our co-inquiry process invited Latinx undergraduates and the practitioner to analyze recent children’s literature (written within the last five years) based on three categories of importance: cultural sustainability (Alim & Paris, 2017) — in particular the incorporation of the anthropological concept of educación (Reese, Balzano, Gallimore & Goldenberg, 1995); language ideology and bilingualism (Ghiso & Campano, 2014); and identity. Participants not only analyzed the children’s books for these themes, but also offered commentary and recommendations based on their own critiques and readings of the texts. The knowledge shared in this presentation is conceptualized along intergenerational knowledge frameworks and is offered in hopes of contributing to the complex and emerging literate lives of Latinx students in schools, as well as combating the continuing and threatening deficit narratives of Latinos and their lived experiences.

Validating the transcultural identity in the Spanish for fluent speakers classroom

Aracelis Nieves
Ana G. Méndez University System, Maryland

The majority of my students in the Spanish for Spanish Speakers classes come from El Salvador, Honduras, Guatemala, Bolivia, Colombia, and Peru. Although they all share the same language and culture in a general sense, they have different ways of expressing, celebrating and experiencing that language and culture. Correspondingly, there is no sense of community and identity between them. To make things worse, they are in a country where the language and culture are completely different and where Spanish is the language of the undocumented, illegal resident. They are prohibited from speaking in Spanish, and are disciplined for demonstrating Hispanic cultural behaviors, such as greeting each other with a kiss. Sadly, they realize that to achieve academic and personal success they have to accept and adapt to the new culture. This is a very painful experience because in the process they feel they do not belong anywhere.

In this presentation, the participants will distinguish the ways in which students who migrated from multiple countries to the US enroll in a Spanish for Fluent Speakers Language Program and develop and validate a new transcultural identity by means of a transdisciplinary, integrated, culturally responsive curriculum, including translanguaging; that is, being able to recognize each other by their Hispanic roots first, and then, to validate their transculturality. In other words, they come to understand who they are, what they have in common, and to distinguish and appreciate the value of Hispanic culture(s). As a result, their self-esteem increases and they develop that sense of community so important to being able to understand and appreciate what they are becoming or what they are already.

El desarrollo léxico del Quechua de Tarabuco en el contexto de la colonización lingüística

Pedro Plaza-Martínez
PROEIB Andes, Universidad Mayor de San Simón, Cochabamba-Bolivia

La ciudad de Sucre, sede de la Audiencia de Charcas durante la colonia, luego Capital de la República era el centro irradiador del poder y receptor de la producción agrícola de las comunidades. El pueblo criollo-mestizo de Tarabuco, a 60 kms de distancia, se constituyó en el punto de intermediación entre la ciudad y las comunidades. En la actualidad, Tarabuco es el punto de encuentro dominical entre comunitarios de diferentes
lugares aledaños, con la población civil, el mercado monetarizado e incluso los turistas extranjeros. No cabe duda que estas relaciones han tenido efectos sobre el desarrollo de la lengua de los quechuas de la región.

El quechua de Tarabuco se diferencia de las otras variedades bolivianas (Cochabamba, Potosí, Oruro, La Paz) por estar libre de la influencia del aimara y por contar con comunidades monolingües quechuas. La impresión es que se habla un quechua más puro y sin contaminación del aimara. Sin embargo, a pesar que muchas comunidades se mantienen monolingües en quechua, resulta que la lengua no ha sido inmune a la influencia del español, principalmente en el nivel lexical, pero también en la morfología y la sintaxis.

En este contexto, examinamos textos quechuas escritos y orales desde una perspectiva cuantitativa (con respecto al léxico y la morfología) y una perspectiva de descripción lingüística (con respecto a la sintaxis). En un texto de 15 mil palabras (musquy), se ha detectado un inventario lexical limitado, profusión de préstamos del español quechuizados, incorporación de categorías gramaticales como el género y el número al nivel morfológico, una reconfiguración de los constituyentes de la oración alejándose del orden SOV clásico del quechua y, en algunos casos, asumiendo el orden de constituyentes del español.

En contrapartida, cabe señalar que el quechua cotidiano hablado actualmente mantiene su funcionalidad y expresividad tanto morfológica como sintácticamente.

Analysis of music curricula in secondary schools between 1994-2018

İlhan Özgül  
Kastamonu University, Turkey

In this study, a comparison is made of music curricula put into force in secondary schools in Turkey between 1994 and 2018 with regard to general objectives and contents thereof. In the study, which is a qualitative research project, the “document analysis” method is used for analysis of music curricula in place in secondary schools in 1994, 2006, and 2018. Within this framework, answers to the following questions are sought:

- What is the basic structure or appearance of overall content of music curricula in secondary schools in 1994, 2006, and 2018?
- What are the similarities and differences between music curricula in secondary schools in 1994, 2006, and 2018 in terms of general objectives of music education?
- Are there similarities or differences between contents and student achievement or behavior regarding contents of music curricula in secondary schools in 1994, 2006, and 2018?

ROUND TABLES

When English is better: Heritage speakers of Spanish and Chinese in bilingual medium schools. An Indiana case study

Nan Zhang & Trish Morita-Mullaney  
Purdue University

Bilingual or dual-language education for emergent bilingual students that is well conceived and implemented has a positive impact on emergent bilingual students’ reclassification as fluent English proficient (Burke, Morita-Mullaney, & Singh, 2016; Umansky & Reardon, 2014), their academic and biliteracy development (Lindholm-Leary, 2012; Thomas & Collier, 1997; 2002), positive identity development (Alanís & Rodríguez, 2008; Rodríguez & Alanís, 2011). Despite this historic research on the benefits of bilingual education, heritage speakers of languages other than English in the US context still experience the power of the dominant language. To investigate this dilemma among emergent bilingual elementary students, we conducted a case study with Spanish and Chinese heritage speakers who attend Indian a bilingual-medium schools. Using critical language studies (Leeman, 2012; Pennycooke, 2002; Valdés, 2014), we examined how heritage speakers situate and
position their heritage language with different language groups in their classrooms, in the home, and in the community.

Findings suggest that despite the efforts of their schools to promote an additive orientation toward their heritage languages, heritage students conceived their minority language negatively. They identified institutional hierarchies within their schools, homes and communities that privileged English over heritage languages. Cognizant of these linguistic hierarchies, emergent bilinguals developed preferences for English use over Spanish or Chinese, even though their educators were adamant about their positive classroom climates toward their heritage languages. These findings can inform pre- and inservice education for the preparation of a growing number of dual or bilingual educators who may be unaware of the linguistic hierarchies that are being fostered. Coursework and professional development should reflect content on these powerful linguistic ideologies that can impede the full inclusion and engagement of emergent bilingual students.

References


Indiana English language learner (ELL) preparation white paper: Key priorities

Trish Morita-Mullaney
Purdue University

Donna Albrecht
Indiana University Southeast

Susan Adams
Butler University

Katie Brooks
Butler University

The Indiana Teachers of English to Speakers of Other Language (INTESOL) ELL Collaborative is a group of educators, community leaders and researchers invested in the needs and rights of Indiana's K-12 English Language Learners (ELLs). We represent school districts, universities and educational services centers from all nine regions of Indiana. Members of the Collaborative collectively contributed to this white paper to identify priorities in teacher preparation in light of the growing need for Indiana K-12 schools to drastically improve education for Indiana’s ELLs. After three years of work among key stakeholders and their local constituencies, a final white paper with the following recommendations was ratified:

1. ELL knowledge: Creation of a knowledge base of ESL expertise and best practices based on current ESL research;

2. Preservice education (future educators): Completion requirement of basic research-based ESL methods courses for all K-12 Indiana teaching licensure candidates;

3. Inservice teacher education and leadership (current educators): Completion requirement of advanced research-based ESL methods and policy courses offered by universities and/or approved professional development content by vetted professional development providers for all licensed K-12 ESL teachers, ESL program administrators, ESL directors and practicing general education teachers;

4. Educational administration: Completion requirement of basic research-based ESL methods and policy courses for all K-12 administrator preparation (principal, assistant principal, central office coordinators, superintendents) within Indiana educational leadership programs at universities; and

5. ELL teacher/student ratios: Establishment and maintenance of appropriate caps on ESL teacher-ELL student ratios.

The INTESOL white paper has been shared with the Indiana Department of Education, the nine educational services centers, and teacher preparation programs, with plans to disseminate it to various leadership organizations including the Indiana Association for School Principals and Indiana Association for Public School Superintendents. The ultimate goal is to inform state and local policies for the benefit of Indiana's English language learners.

Saussure, Vygotsky, and Bourdieu: Contemporary applications to language, literacy and culture

Charmian Lam, Aj Asomani-Adem, Nadia Alqahtani, Suparna Bose, Karen Nguyen & Casey Pennington
Indiana University

Several prolific authors have remained cornerstones in the foundation to understanding the diverse issues in language, literacy, and culture in education. The works of these authors must be continually examined to promote the development of these theoretical frameworks. This roundtable discussion offers multiple interdisciplinary perspectives on contemporary applications of specific concepts from the foundational works of Saussure, Vygotsky, and Bourdieu. We discuss the evolution of the sign as introduced by Saussure, and its implications for literacy education in relation to orality, multimodality, and multiliteracies. We also examine Saussure’s questioning of the primacy of writing as a system, which foreshadows the work of the Poststructuralists. With Vygotsky, our discussion aims to critique and further his assumption that literacy and
learning are socially and culturally constructed as presented in Thought and Language. With acknowledgements to Bourdieu’s theory of practice, we offer critical discussions about the applicability of habitus and capitals to shaping the patterns of the online social life of individuals. Additionally, Bourdieu's concept of social fields of agents form the way that individuals react with each other under certain rules of each field. Our roundtable endeavors to continue the growth of the theoretical frameworks presented and their application within literacy, culture, and language education research. We encourage you to join us in a lively discussion of the continuing impact of these three authors on current research.

**Practical applications for cultural awareness and identity formation in contemporary global classrooms**

*Charmian Lam, Aslihan Arzu Guler, Natalia Ramirez Casalvolone, Suparna Bose & Weejeong Jeong*

*Indiana University*

Our proposal offers five different approaches that meet around cultural awareness, language, and identities. Through empirical or theoretical research, each of the participants presents practical applications that aim to guide students’ identity formations with multicultural and multimodal exchanges. These practices are presented to promote classroom discussions that are increasingly necessary in a global, connected world dominated by shifting spaces. Using different foci, each discussant addresses teaching experiences in nuanced intersections situated in this changing world. Aslihan discusses how the transcultural approach can be an alternative way to help immigrant children create a third space in which they can build a flexible, hybrid, and dynamic identity. Charmian examines the utility of the culture of gameplay in the first-year writing classroom related to learners' identities and the acquisition of academic literacy. Natalia discusses how to offer EFL students an authentic cultural immersion experience without the need to travel abroad. Suparna talks about schools in MCCSC teaching students global and multicultural awareness through curricular and extracurricular activities. Weejeong explores how second-generation Korean-American children develop their Korean ethnic identities in a Korean Sunday school through shared patterns of behavior, belief, and language. Tracing the development of socialized identities in diverse learning environments, our roundtable hopes to continue the growth in research of these current trends. We encourage you to join us in a lively discussion in our shared areas of cultural awareness, language, and identity formation.

**Twitterchats and team glitter: New Literacies and communities of online professional development**

*Summer Davis, Jeannette Armstrong, Charmian Lam, Erin McNeill & Casey Pennington*

*Indiana University*

With the advent of the internet, teachers have access to an abundance of online pedagogical resources and are developing online communities for sharing teaching experiences, seeking advice or opinions, and engaging in community-building and critical reflection with educators across the globe. This roundtable discussion describes collaborative ethnographic research in one social media community, a weekly hour-long Twitter chat for teachers. Drawing on theorization of tweeting as a social practice (Greenhow & Gleason, 2002) and participatory literacies informed by the New London Group (1996) and Street’s (1995) New Literacy studies, we examine three conceptualizations of online spaces: as (a) figured worlds (Holland et al., 1998), (b) communities of practice (Lave & Wenger, 1991), and (c) affinity spaces (Gee, 2005). We use these models as lenses to see how they differently construct twitter chats and social media as participatory literacies that build community and further participants’ understanding in their online professional development learning practices. This presentation contributes to a growing body of research that seeks to understand how online affinity groups and their discourse(s) function as a space to reflect their individual and shared cultural values, while simultaneously using specific discursive moves to solidify and create new cultural values related to the group.

Online data (e.g., tweets, retweets, replies, likes, links) were collected using ethnographic methods (Sunstein & Chiseri-Strater, 2014) for eight weekly chats on Twitter, transcribing the chats and then using an inductive
approach to identify patterns and moments of tension. Applying thematic analysis and triangulating data sources, we coded the tweets as small talk, virtual support, shared beliefs and interests, and leadership. Analysis suggested this educational chat functioned as a consolidating community space where participants shared their experiences, built community, and sought and obtained reinforcement for their beliefs and practices.

**Multimodal learning opportunities in history: How middle school students contextualize a historical event through multimodal interactions**

**Hyeju Han**  
*University of Pittsburgh*

This study examined how middle school learners interact with multimodal texts as they engage in the historical thinking practice of contextualizing to make sense of the setting of a past event. This examination is guided by the broader research question “How can new learning opportunities be generated and facilitated through multimodal classroom interactions with multimodal sources of historical information?” With a specific focus on multimodal learning opportunities for historical thinking, I analyzed a multimodal classroom discourse observed in a seventh-grade history classroom to illustrate the types of multimodal learning opportunities that were generated through interactions among the teacher, the students, and multimodal sources used to understand the context of the 1889 Johnstown Flood in Pennsylvania. As a result of this study, it was found that the modality of the text shapes different multimodal learning opportunities in students’ learning of contextualization. First, historical visual accounts created question-driven multimodal interactions which supported students’ contextualization of the historical event through the interplay of multiple multimodal sources. In addition, students could participate in the class more actively with a shared attention and engagement constructed by media. On the other hand, historical written accounts promoted explanation-driven multimodal interactions that made the teacher become a source provider who gives additional information to make sure that students understand the meaning of the text. Moreover, students used their prior knowledge and experience rather than the text information to make sense of the historical event. This study will contribute to understanding how information conveyed by multiple modes within multimodal interactions could shape students’ understanding of a historical event. By investigating how different modes are represented and understood in processing the historical event, this study will inform research on multimodal ways of teaching, reading, and using multimodal texts in history classrooms.

**CAMPED through the eyes of preservice teachers in their field placements**

**Sandra Slaughter, Emily Medsker, Adam Pate, Ethan Worthington, (Ariana) Yaxian Sun, Olivia Watson & Madeline Storz**  
*Indiana University*

Built on Vygotsky’s zone of proximal development theory and Bruner’s scaffolding theory, as a professor I devised a mnemonic tool, CAMPED, in our university classroom to allow students to accomplish optimal learning at both the university level and in their future classrooms. The preservice teachers in my content area literacy class had goals of preparing engaging and successful lesson plans. Six key components were identified and arranged into CAMPED. The key components of CAMPED include Connections, Assessment, Multimodal, Prior Knowledge, Engagement, and Differentiation. They found that if they CAMPED while teaching, they reached their desired goals and their students were more engaged.

CAMPED led the preservice teachers to create and teach dynamic lessons, thus advocating more advanced levels of learning for themselves and their students. The multimodal literacies further enhanced the classroom at both the university level and the secondary classroom. The modeled CAMPED components allow the diverse students in today’s classrooms the opportunity for enhanced learning.

CAMPED and content area literacy was modeled in my university class and the students demonstrated their understanding of CAMPED through their lesson plans and literacy projects, but did they, as preservice teachers,
experience CAMPED in their field experiences and student teaching? A panel of secondary preservice teachers from a variety of content areas (Art, Math, and Social Studies) will discuss their experiences with CAMPED in their university field placements and student teaching.

**Translingual practices between English L2 users and English L1 speakers in online marketplaces**

**Jae-hyun Im & G. Yeon Park**
*Indiana University*

Literacy as a translingual practice perspective has called for a paradigm shift (Canagarajah, 2013). Approaching literacy as a social practice allows us to see how norms emerge within interaction and change according to contexts, and how interlocutors employ their available resources to participate in a mutually constructed conversation. Drawing upon translingualism, this study explored online interactions between English L1 speakers and English L2 users: the online real-time communication between American customer service agents and Korean customers. This study aimed to make visible how interlocutors make mutual efforts to establish effective online conversation, and to reveal how nonnative speakers of English employ linguistic resources and communication strategies to achieve their goals and to keep a conversation moving. Through discourse analysis on translingual practices that Korean users of English employed in the online communication with English L1 speakers, we have three preliminary findings. First, Korean users of English used their nonnative English-speaker status as a positioning strategy. Explicitly mentioning the English-as-a-foreign-language-speaker position allowed them to be free from worrying about making grammatical errors, and invited English speakers to endeavor to understand the intended meaning of Korean English. Second, Korean users of English sometimes depended on the use of translator software both in producing sentences and understanding their counterpart’s utterances. Although they sometimes produced ungrammatical sentences, succeeding complementary sentences helped to make clear what they wanted to say. Lastly, English speakers also code-switched from English to a listener-oriented language via the use of a translator, as well as other semiotics such as emoticons. Although English speakers’ use of the customer’s language (Korean) contained unnatural elements, their trial was regarded as an attempt to be accommodating, rather than a mistake that hinders communication. Discussants will be invited to further analyze translingualism practices in online communication.

**Rethinking victory narratives**

**Beth Samuelson**
*Indiana University*

**Bita Zakeri**
*Indiana University/McMaster University*

This work-in-progress examines victory narratives in literacy practices as they developed over the first four years of an international storytelling exchange project designed to engage students from grades 6 to 12 on two continents in writing and illustrating stories with the assistance of university mentors. We explore the victory narrative and its prevalence in the hidden curriculum of service-learning experiences, which obscures a collective understanding of the nature of transformative education (Butin, 2007). The images, videos, and textual data depict the major literacy activities of the project using methods from visual ethnography (Pink, 2007) with a focus on three different types of hidden curricula: social capital, instrumental factors, and cultural capital (Swaminathan, 2007). We pose two foundational questions: How are victory narratives identified in reports of the service-learning activities? And in what ways can the participants in the project be involved in identifying victory narratives in their work?

**References**


---

**PANEL PRESENTATIONS**

**Designing teaching and learning through the prism of children’s plurilingualism: Theory, practice, partnership and policy**

**Gail Prasad (chair/panel organizer)**

*University of Wisconsin-Madison*

In an age of transnational mobility where growing numbers of students use different languages at home, at school, and in their wider communities, how might classroom instruction be redesigned to help all students appreciate linguistic diversity and expand their language awareness? What might classrooms look like if teaching and learning were conceptualized through a plurilingual lens rather than a monolingual one? This panel brings together a university professor, school-based educators, and a team of graduate and undergraduate students who are part of an ongoing research-practice partnership examining how teachers can leverage students’ communicative repertoires across the curriculum both for academic purposes and for greater social appreciation of diversity.

International research has underscored the limits of monolingual orientations to teaching and learning that have traditionally resulted in students’ rich linguistic repertoires being overlooked, if not completely rejected by schools (Charmian & Ruby, 2012; Chumak-Horbatsch, 2012; Cummins, 2001; Garcia & Wei, 2013; Garcia, Skutnabb-Kangas, & Torres-Guzmán, 2006; Wong-Fillmore, 2005). This panel includes four papers by research team members and a collaborating teacher to discuss designing teaching and learning through the prism of children’s plurilingualism (Prasad, 2015) and its effects on students, families, and language policies and practices within classrooms in a culturally and linguistically diverse school in the Midwest. The faculty Principal Investigator will provide an initial overview of key theoretical constructs that have shaped this research-practice partnership including multi-/plurilingualism, multiliteracies, and language awareness. The faculty PI will also offer brief concluding remarks that will point to further questions and directions for multilingual language awareness research in schools before opening up a discussion between the panelists and the audience.

**Introduction: Teaching and learning through the prism of children’s plurilingualism**

**Esther Bettney & Jungwon Hyun**

*University of Wisconsin-Madison*

How can educators and policymakers support a linguistic match between students’ diverse communicative repertoires and academic requirements at school? What then happens in mainstream classrooms when teachers shift from an English-only approach to teaching and learning towards conceptualizing classrooms as spaces of multilingualism (Blommaert, Collins & Slemroux, 2005)? This paper analyzes shifting language-in-education policies and practices at Diversitas school as educators and children engage in weekly multilingual language awareness activities over the course of an academic year. In particular, we compare several instances when children spontaneously entered into creative language play across a variety of languages and grade levels and consider how teaching and learning can be redesigned to allow all students, English learners and English speakers alike, to expand their communicative repertoires.
On multilingual texts: Designing multilingual language awareness activities using children’s literature

Sandra Descourtis & Asmahan Sandokji
University of Wisconsin-Madison

This paper draws on the notion of “mentor texts” (Newman & Fink, 2012) to foster students’ understanding of how language(s) work and to develop an appreciation of linguistic diversity. The paper illustrates how multilingual translations of well-known children’s literature such as Carle’s “Very Hungry Caterpillar” and Willems’s “Don’t Let the Pigeon Drive the Bus!” can be used to foster multilingual language awareness inquiry. Multilingual Language Awareness (MLA) refers to an individual’s explicit knowledge about language(s), as well as their attitudes towards languages, language learning, and speakers of different languages. We analyze students’ MLA using James and Garrett’s (2014) five domains of language awareness: cognitive, performance, affective, social, and power. Further, we examine both academic and social outcomes for students after participating in an MLA curriculum over the 2017-2018 school year. Finally, we reflect on the challenges of designing MLA activities for teachers and students who may have varying degrees of familiarity with different languages.

Parents as multilingual experts: On family engagement in multilingual literacy-based projects

Amanda Clarahan
Madison Metropolitan School District

Like many schools around the world today that have an increasing number of students who speak a variety of languages in and out of school, families of Diversitas School speak 23 different languages. To produce multilingual books that reflect the diverse language ecologies of each class at Diversitas from kindergarten to fifth grade, parents and family members were invited to help translate student-generated texts. This paper discusses how this positioning of parents and family members as multilingual experts allowed for culturally and linguistically diverse families to actively partner in the production of whole-class multilingual books and to have their linguistic expertise affirmed by the school. Parents also partnered with the school to perform readings of student-generated books. In addition, this paper analyzes key themes that emerged during parent focus groups following a year of implementing a multilingual language awareness curriculum.

Research in the online professional development of language teachers

Faridah Pawan (chair & discussant), Ai-Chu (Elisha) Ding, Faishal Zakaria & Mika Mokko
Indiana University

Leslie Smith
Indiana University/Missouri Southern State University

This panel session reports timely research on the pedagogical aspects of online language teacher education and preparation. Ding’s research delves into the use of video-enhanced online professional development and the ways it impacts inservice teachers’ reflectivity. She closely examined what aspects of language pedagogy language teachers noticed as they engaged in reflective activities and as the video cases were introduced. She found that, as language teachers engaged in online reflective inquiry, they were able to notice various aspects of pedagogical considerations, including ideological, curricular, and instructional design, and instructional strategies. The thrust of Mokko’s research is language teachers’ preference and movement toward online Personal Learning Networks (PLNs). Examining four cases, she found teachers migrated to PLNs to create and foster communities of practice, establish connectivity, and individualize their professional development. The data suggests PLNs enhance professional development models to be more effective in the digital age and better coincide with the way adults learn. Zakaria’s research takes the discussion to how the online medium is underscoring the shift toward informal learning as the defining feature of sustained and long-term language teacher professional development. His research on an informal blended learning community of Indonesian EFL teachers explores engagements that show evidence of professional development. Preliminary findings of the study describe the teachers’ professional development experiences in terms of teaching, research, and publication. Finally, Smith’s research with US language teachers identifies alternatives to on-site, general
inservice trainings and off-site temporally- and geographically-bound professional development workshops and conferences. Preliminary data analysis suggests teachers perceive that online offerings can more easily inform them about current trends, developments, and best practices in language instruction, thus supporting changes and improvements to pedagogy. Furthermore, the study explores under what circumstances language teachers seek out online professional development opportunities and what factors determine their level of participation and commitment.

Towards a pedagogy of engagement and participation: Implementing a literacy-oriented curriculum in three Modern Greek classrooms

(Names and affiliations included below)

Contrary to transmission pedagogy, a pedagogy of engagement conceptualizes the classroom as a space that fosters intellectual interrogation of dominant discourses and cultivates intercultural connections between the course material and practices and perspectives in the local and global environments of the students in the class (hooks, 1994). Being inquiry-based and practiced within an integrated literacy-driven curriculum, engaged pedagogy is grounded in an approach of critical literacies and cross-fertilization of discourses, and draws many of its ideas from the research output of scholars of critical pedagogy and second language acquisition, such as Freire (1973), Shor (1992), Byram (2012), and Kramsch (2008, 2009, 2014).

In light of escalating conflicts around the world and their profound impact on values, identities and cultures, the refugee crisis, and socioeconomic woes within a global context of instability and transition, it is this panel's proposal that the elimination of the separation between the classroom and the world is not only of significance but also of some urgency. The presentations in this panel will demonstrate examples of affective and engaged learning in action drawn from the classroom experience of three different disciplinary fields: cultural and heritage studies, comparative literature, and modern foreign language pedagogy. The common denominator of these three practices can be found in the environment of engagement that they aim to foster in pursuit of cultivating “[h]abits of thought, reading, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse” (Shor, 1992).

Engaging students beyond the classroom: The pursuit of interculturality through news headlines

Elissavet Amanatidou
Brown University

This presentation argues that a pedagogical practice that adopts teaching with the news explores “the intricate relationship between language, thought and culture” (Kramsch, 2009) and cultivates critical literacy by reconceptualizing the objective of foreign language study.

The politics and challenges of a disciplinary shift towards engaged and critical pedagogies

Despina Margomenou
University of Michigan

This paper discusses course design, teaching strategies, and assessment using examples from Modern Greek courses on Greek culture, especially material culture and its reception (heritage).

Fostering transcultural understanding & intercultural competence in the LCTL classroom

Nikolas P. Kakkoufa
Columbia University

This paper proposes a comparative literature pedagogy in order to promote language learning, understanding of linguistic and cultural conventions, and engagement with universal values and ideas regarding the image of the other.
Considering critical cosmopolitanism in the classroom: Promise, potential, and predicaments

(Names and affiliations included below)

In a world plagued with insidious intolerance and a seemingly endemic absence of empathy, there is a need to consider the potential of critical cosmopolitan education in facilitating open-minded, responsive dispositions in students. Cosmopolitanism is, in essence, a fundamental sense of hospitality; its aspects include openness and receptiveness (Corpus Ong, 2009; Hannerz, 1990), empathy and forgiveness (Ahn, 2010), trust and belonging (Ramadan, 2015; Vasudevan, 2014), and mutuality and connectedness (Glick Schiller, 2015). Cosmopolitanism "[fuses] ... reflective openness to the new and reflective loyalty to the known" (Hansen, 2010, p. 164), connecting and mediating the local and global.

This panel will explore critical cosmopolitanism in a sociocultural framework and from a global perspective, offering an overview of the concept and insights from qualitative research around the world. In a university in Korea, students’ multimodal creations and reflections on group discussions were analyzed to explore the ways in which global concepts manifested in learners' local, personal expressions of identity and agency. At another university in Korea, students participated in an online exchange with counterparts at a community college in the United States, displaying hints of cosmopolitan orientations, but also some disjunctures in their understandings. And in an elementary classroom in the United States, the use of read-aloud literature was the focus, with an eye toward its potential as a medium to foreground intercultural dialogue and social transactions, resulting in the development of new social relations and deeper understandings of Self, Other, and World. Panelists will describe their data collection and analysis procedures, discuss implications of their findings, and reflect on possible directions for future research. This panel contributes to the growing body of work on critical cosmopolitanism in education, a theoretical perspective full of promise for its ethical imperative and its deft interweaving of global and local in an increasingly interconnected world.

This panel includes four papers related to critical cosmopolitanism:

*Overview and conceptual framework: Cosmopolitan literacies as social activism*

Kerry Armbruster & Mary Beth Hines
*Indiana University*

Butler (2015) argues that, to eliminate oppression in these most troubling of times, activists must work together in a politics of coalition toward a common goal: diminishing conditions of precarity for the disempowered. She challenges us with two foci of personal reflection: “the capacity or inclination to respond ethically to suffering at a distance” and “ethical obligations that are global in character and that emerge both at a distance and within relations of proximity” (Butler, 2015, p. 99). This presentation argues that educational research, theory, and practice informed by critical cosmopolitan approaches (Appiah, 2006; Delanty, 2012; Hawkins, 2014) take up these issues within and across local, transnational, and global contexts. As a result, teachers and learners will reconfigure the “good” citizen cultural model (Dill, 2013) when they inhabit conditions in which they may name, reimagine, and change the conditions of precarity near and far.

*Critical cosmopolitanism: Empathy, negotiation, and hospitality in South Korean EFL*

Maria Lisak
*Indiana University/Chosun University (Gwangju, Republic of Korea)*

Multimodal expressions in English from poster images and reflections on interactive group discussions are examined for learners' critical cosmopolitanism, their thoughtful engagement of global topics to make meaning within their everyday, local lives in South Korea. A critical sociocultural framework illuminates the different intersections of learners as well as their non-Korean teacher practitioner. Their particular geographical location of preferences and spaces ground their inquiry stance in their ontology of place. The learners' context of educational competition positions their precarity as an epistemic power propelling their cosmopolitanism. These connections to the world uniquely manifest global concepts in local, personal expressions of learners' identity and agency.
This qualitative research study seeks to explore the complexities of using read-aloud literature to teach young children how to interact with the world, mediating interactions through which understandings are negotiated and constructed (Hawkins, 2014). Through a critical cosmopolitan perspective (Hawkins, 2014; Walstrom, 2014) this study examines the factors that contribute to teachers’ selection of read-aloud literature and the ways in which those impact elementary students’ perception of Self, Other, and World. Research focuses on the question “Can read-aloud literature serve as a medium to foreground intercultural dialogue and social transactions that result in the development of new social relations and deeper understandings of Self, Other, and World?” Data sources include observations, field notes, audiotaped or videotaped classroom sessions, teacher and student interviews, student work, and other artifacts. Data analyses feature ongoing, recursive, and multiple cycles of coding (initial, content, in vivo) and analytic memo writing (Charmaz, 2006; Saldana, 2013).

**Cultivating cosmopolitan orientations in Korean university students: An initial foray**  
Lindsay Herron  
Indiana University/Gwangju National University of Education (Gwangju, Republic of Korea)

Situated in a sociocultural framework and using an ethnographic approach, this research explores the cosmopolitan literacies displayed by university students in Korea participating in a semester-long online intercultural exchange with diverse counterparts attending a community college in the eastern United States. Among the data included are the students’ interactions on Facebook and their reflections on the exchange program. Overall, while students demonstrated a willingness to find points of similarity and difference, reflect critically on their own lives, and welcome their counterparts’ perspectives, the full potential of the exchange in drawing students’ attentions to disjunctures in cultural understanding and the negotiation of proper distance seemed stunted, possibly due in part to assumptions, inequitable investment in the Facebook group, and even the group’s positive atmosphere itself. The findings suggest that students possess a variety of cosmopolitan literacies, but interaction alone is insufficient to help them flourish. Future steps will be discussed.

**Critical service learning as a social justice pedagogy: Cultivating empathy and empowerment within the community college English classroom**  
Alexandra Fields  
Indiana University/Middlesex County College

What happens when students enrolled in a Developmental English or College Composition course are required to engage in service with detained undocumented immigrants, incarcerated juveniles, hungry and housing-insecure people, and/or rescued farm animals? How does this service impact their feelings of empowerment and understanding of those whom they have previously “othered”? Critical service learning is an approach to civic education that requires students to engage in critical dialogue and reflection in order to understand and, ideally, work to upend systemic injustices (Mitchell, 2009; Mitchell, 2015). However, much of the research conducted on critical service learning in higher education focuses on college students attending four-year universities (Butin, 2007; Mitchell, 2008). Community colleges, however, enroll students who are often existing in precarious spaces, and classrooms are frequently much more socioeconomically, culturally, and ideologically diverse than what is found at many four-year institutions (Goldrick-Rab, Richardson, & Hernandez, 2017). Therefore, the diversity of the community college classroom provides a rare opportunity for students to learn how to negotiate conversations with other classmates who may not share their views or life experiences. Through a practitioner inquiry service-learning project that encompasses three semesters of data, this paper questions how critical service learning in a diverse community college setting — with each course composed of a minimum of 15 students representing an array of ages, nationalities, abilities, citizenship statuses, socioeconomic statuses, and religions — impacts students’ communication with one another and understanding of others whose cultures and ideologies may differ from their own. Additionally, it identifies how students with lived experiences of marginalization and disenfranchisement experience critical service learning. Data sources include three semesters of student interviews, online and onsite class discussions, student reflection surveys, and field notes from class discussions and service sites.
**INTERACTIVE WORKSHOPS**

**Remixing Frankenstein: Using hip hop literacies to “dissect” Romantic literature**

Adam Henze  
*Indiana University*

The purpose of this interactive workshop is to explore ways that approaches found in hip hop pedagogy can lead to fascinating literacy learning opportunities for students studying classical literature. 2018 marks the 200-year anniversary of the publication of Frankenstein (Perkowitz & Von Mueller, 2018), and countless English Language & Literature classrooms around the world will be assigning the text in their curricula. My aim is to share with educators and researchers a process for using “remix literacies” (Gainer & Lapp, 2010) to create new points of access for readers when studying required texts. Pedagogy centered on contrasting contemporary hip hop with British literature is a growing practice among schools that require the study of classical literature. In a program sponsored by the National Literacy Trust in the UK, educators used Tupac Shakur’s “Dear Mama” to comparatively analyze Chaucer’s “The Wife of Bath’s Tale” (Mason, 2016). In a study in Australia, students read Romantic-era poets like Keats and Wordsworth while simultaneously listening to hip hop songs from Kanye West and Macklemore (Bowmer & Curwood, 2016).

Frankenstein presents a unique opportunity in that the novel’s themes of anatomization and dismemberment mirror the practice of sampling in hip hop as well as the “cut up” methods of Dadaist poets (Tzara, 1920). The beginning of the session will begin with a spoken word performance of poems with allusions to images and themes in Frankenstein, followed by a critical discussion exploring how the book and hip hop theory share conventions related to dissection and amalgamation (Young, 2008). In the interactive portion of the session, participants will be given the novel’s text and scissors to cut up and construct their own Frankenstein narrative assembled from Shelley’s words. The presentation will conclude with an open mic where participants will share and reflect on their work.

**Unschooling and equity teaching practices and community literacy: #blacklivesmatter**

Darolyn Jones  
*Ball State University*  
Michael Baumann  
*University of Louisville/Marian University*

The Indiana Writers Center (IWC), a nonprofit community writing center in Indianapolis, Indiana, merges equity literacy teaching practices (Freire, Gorski) of both community and school to implement “unschooling” strategies (Griffith, Evans) in its summer Public Memoir Project for “at-risk” students. After reviewing literature on unschooling strategies and attending to pedagogical practices in teaching politics of racial identity, social status, and economic class, this interactive session will perform a rhetorical analysis of the students’ writing. While other scholars have recognized the merits of unschooling as they apply to motivation and enriched pedagogy, this session will extend the existing scholarship by recognizing the merits of unschooling as they apply to community engagement and civic activism by examining the stories composed by students. The Center employs writers and scholars to teach in their summer program, and this session is an intersection of a teaching professor from Ball State who teaches in English education, a doctoral candidate in Rhetoric and Composition from the University of Louisville, and an undergraduate Spoken Word and creative writing student from Ball State. All three have teamed up to showcase how they engaged Equity Literacy and unschooling in helping African-American students from the highest poverty section of the greater Indianapolis area in composing their stories of how #blacklivesmatter. Our session will ask participants to engage with the students’ words and stories.
Inclusion in the academy: Linguistic diversity and affirmations

Simone Francis
Indiana University

Many critical identity studies, including racial, queer, and feminist scholarly works, have provided a means to include minoritized voices into academia, the confines of which adhere to strict discourse rules following traditional narratives and exclusion of diverse social realities. To complement the expansion of which identities are deemed valid to produce work and to study within academia, including language in this conversation supports a holistic approach to the complex cultural assets that students of color and international students bring to the classroom. As scholarship advances and diversity and inclusion initiatives become more “commonplace” among higher-education institutional practices, linguistic diversity must be considered as a social justice issue to critically transform classroom and campus environments for all.

Scholars and practitioners will evaluate their respective departments and classrooms, explore a variety of methods to support dialect and language diversity, and navigate how to create affirmative surroundings for students of diverse linguistic backgrounds. This workshop will be interactive beginning with an overview, and proceeding with dialogue among participants addressing the three action areas outlined above (evaluate, explore methods, and create surroundings).

Mastery learning in the classroom: Concept maps, critical thinking, collaborative assessment (M3CA) using multiple choice items (MCIs)

Elham Zandvakili & Ernest Washington
University of Massachusetts, Amherst

M3CA is a model of mastery learning developed in a college classroom, and an acronym for Mastery, Concept Maps, Critical Thinking, Collaboration and Assessment. The M3CA model is a formative model of skill-based mastery learning and assessment that produces high levels of academic achievement and empowers students with a feeling of fairness. Mastery is based on students’ creation of concept maps, and the steps toward mastery include learning the skills of critical thinking, prioritization (evaluation), individual and group synthesis, group evaluation (prioritization), and the application of multiple-choice items to assess the facts, concepts, and knowledge embedded in the concept maps. Multiple choice items created by and collected from teams of students are available for all to see and use in their assessment. Each step toward mastery is observable, transparent, and open to public view by the students.

The 3CA model of classroom learning and assessment is necessary at this time. There is now an impasse in which the science of assessment has reached new levels of precision in the assessment of developed abilities and the classification of students. At the same time, this very precision has alienated parents, students, and scholars insistent that assessment account for different forms of knowledge, different ways of learning, social-emotional learning, resistance to the hierarchical structure of classrooms, and that we have classrooms which spark curiosity and learning without the burdens of fear and stress. This experimental study asks the question, does the 3CA model of assessment facilitate the learning of academic content, critical thinking skills, and social/emotional relations, and does it empower students?

Purpose of the Study

The purpose of this study is to show that the science of assessment has reached the point where testing will guide the achievement of students in education. In the past education has guided developments in the science of assessment.
Irony and chaos as structural devices in Cormac McCarthy’s ”The Road”: How classical rhetorical devices and their effects within ironic and chaotic contexts create order and power in the mind

Chris King
Bardstown High School/Murray State University

McCarthy’s structure for ”The Road” is largely determined by the irony and chaos enveloping the two main characters. In ”The Road,” a reader will encounter many rhetorical devices in close proximity, which enhances stylistic effects while offering the reader opportunities to differentiate between the various devices.

Many readers of ”The Road” speak of the ”power” of McCarthy’s language. But what makes his language in this novel so powerful? Readers also speak of the ”chaos” of the thinking in the novel. But as we examine the language and ”structure” of his novel, we can find rhetorical patterns that help McCarthy’s language to resonate profoundly. As students learn about rhetorical devices while reading ”The Road,” they can, in turn, better understand how a contemporary writer such as McCarthy crafts a storytelling style in order to enhance meaning, even when that text seems to be born from brutal irony and chaos.

In this interactive workshop, we will introduce or review major rhetorical devices that are prevalent in ”The Road” and offer hands-on activities so that the attendees can find these devices on their own. Numerous examples will be given in the context of the novel. Various handouts and ideas for teachers will also be available for teachers to take back to their classrooms.

One class, many levels: Engaging students in the context of a desequenced language curriculum

Elizabeth Voss
Bowling Green State University

Many smaller language programs have recently begun to dessequence intermediate and advanced language courses in order to make a degree in a foreign language more accessible to a wider range of students. Allowing students to repeat a class or to take classes in any order creates more flexibility in the path towards graduation and responds to a growing reality in universities where students may have the desire to pursue a foreign language, but are hindered by requirements from another major, active involvement in cocurricular activities, and work schedules.

However, this strategy poses new challenges to language and curriculum design in that students of dramatically different proficiency levels now take class together. How do faculty teach to these different levels, build an environment of inclusivity, and create assessments that are both appropriate and challenging for all participating students? Using an upper-level French conversation class as a model, this workshop will propose ways in which language educators can scaffold activities, diversify teaching materials, and design projects so that students of many proficiency levels can engage in the same class.

After the concept of a multilevel class has been presented, participants will then be invited to design their own in-class activities, assessments and projects. The presentation will project templates for participants to use and provide opportunity for collaboration. Once the participants have drafted and shared ideas for course design, they will be able to consider how desequencing the curriculum could work in their own program.

Integrating technology into language learning

Penny Ma
Indiana University

Krashen’s (1985) input hypothesis mentioned that humans acquire language by understanding or receiving comprehensible input, which also facilitates learners to speak in the target language when the input is sufficient. To build up this comprehensible input, as teachers we need to prepare our learners with participatory
experiences, which allow them to make choices for their own learning. Through this practice, teachers can maintain ongoing questions from students and give prompt feedback to make sure the comprehensible input is consistent. The purpose of this workshop is to facilitate language teachers using technology to create an authentic learning environment for teaching listening and speaking in K-12 classrooms.

In this workshop, I will start with a brief introduction and demonstration of the technology, which may provide an authentic environment and feedback for learners. Then I will give teachers multiple tasks to practice with three main technologies — Recap, Edpuzzle, and Seesaw — to get hands-on experience. Next, teachers may use the technology that I assigned to three groups and design a lesson plan/activity/assignment based on their interests or teaching contents. In the end, teachers will share their user experience with small and large groups.

The four main takeaways for teachers participating this workshop are:

- Address the importance of using technology in language teaching.
- Understand how to use technology to build an authentic learning environment.
- Learn and apply the resources in their own teaching.
- Develop an interest in looking for educational technology resources to facilitate further teaching.

Reference

The digital transmedia magazine project: What is it and how can it be used to support readers and writers with 21st-century literacy skills?

Jennifer Conner
*Indiana University-Purdue University of Columbus*

New technologies have redefined people's roles as producers and consumers of information. Researchers and educators have argued that these redefined roles require learners to demonstrate new types of knowledge and skills. They have used the terms new literacies (Lankshear & Knobel, 2006) or 21st-century literacies (NCTE, 2013) to refer to the multiple practices and ways of knowing needed for full engagement with these digital tools. It is essential that teachers be able to support their students with 21st-century literacies (Leu, Kinzer, Coiro, Castek, & Henry, 2017); hence, teachers need to be introduced to a multitude of authentically contextualized and engaging examples of classroom projects that can be used to support their students with these literacies.

In this interactive workshop, participants will be introduced to a digital trans-mediation project that can be used to help develop intermediate, middle, high school, and college level students' 21st-century literacies. This classroom project invites student groups to read books and then, using digital technologies, trans-mediate those books into magazines, with articles, advertisements, and all of the elements expected of a traditional magazine. In this workshop, examples of elements from magazines developed by students from grade 4 through college will be shared with participants. Participants will also be invited to create their own elements of a trans-mediated magazine in response to a story. Finally, working in groups, participants will consider ways in which this project can support students with the six new literacy demands of the 21st century identified in the NCTE Framework for 21st-Century Curriculum and Assessment (2013).

References


76
Building multilingual language awareness in the classroom

Amanda Clarahan  
Madison Metropolitan School District

Gail Prasad  
University of Wisconsin-Madison

In an age of transnational mobility where growing numbers of students use different languages at home, at school, and in their wider communities, how might classroom instruction be redesigned to help all students appreciate linguistic diversity and expand their language awareness? How might researchers and teachers work together to understand how students make sense of the linguistic diversity that increasingly pervades our lives today? In this workshop, we will provide a brief overview of theories informing multilingual language awareness (MLA) inquiry and a framework for designing multilingual literacy-based projects.

Participants will rotate through a series of multilingual language awareness activities designed to expose students to a variety of languages and to support their reflection about cultural and linguistic diversity and their understanding of how language(s) work. As participants engage in MLA activities, they will be asked to reflect metacognitively and collaboratively about the strategies they use to make meaning when confronted with languages they do not know. After participants have had an opportunity to try out a variety of MLA activities, they will have the opportunity to design an MLA task using multilingual materials provided. Participants will leave the workshop with a clear sense of how Language Awareness relates to their teaching and/or research context and with handouts, including examples of the domains of language awareness, MLA tasks, and instructions for how to design an MLA program. This workshop will provide valuable hands-on experience to anyone interested in researching language learning and teaching through a multilingual lens.

Technology in the classroom: Using digital tools in conjunction with young adult literature

Neil Klein  
Indiana University

Technology in the classroom: Using digital tools in conjunction with young adult literature

Neil Klein  
Indiana University

Youth are immersed in a digital culture: 9 in 10 American teens between the ages of 12 and 17 are Internet users (Lenhardt, Madden, Rankin McGill, & Smith, 2007). As students are plugged into the digital world; it is no longer enough to simply have our students read printed text. We, as educators, need to bridge the gap between reading and technology. In addition, today's middle and high school students are actively engaged in young adult literature (YAL), as they are finding such material engaging as well as helpful in understanding events in their lives (Hodge, 2014).

Let's bring these two worlds together in the creation of digital projects as a means of further engaging our students. As technology is becoming more commonplace, I propose that we bring digital projects into the classroom. “The future of YAL must include its integration into all content areas through engaging projects that challenge students to integrate literacy, critical thinking, content, and technology” (Sheehy and Clemons, 2012). Using YA novels in digital projects allows students to delve deeper into issues in ways that encourage them to investigate, generate knowledge, and challenge themselves to think critically in hopes of creating a transformative approach to curriculum. As a result, connections to YAL can be made through collective actions of students in response to real world issues (Giroux, 1981).

Join me in this interactive workshop as I introduce common elements such as video, animation, still images, music, dialogue, and text used in constructing technology-rich projects. Together, we will spend time constructing our own digital project while considering our students: only with a deep understanding of the book will students bring together elements in a fashion that demonstrates cognitive processes.
**Adventure role playing for language development**

Paul Johnson  
*Changshin University, Korea*

This workshop seeks to show the many benefits of developing and using adventure-style role playing games (ARPGs) for language development and, through a hands-on experience, helps teachers create and implement their own. In the workshop we will address the many benefits of ARPGs; offer an explanation of traditional RPG game mechanics; and describe how to develop one’s own ARPG to best suit specific student needs. This will be followed by a demonstration of an ARPG (everyone gets to play!).

Some of the benefits of ARPGs include the following: (1) Players (language learners) have the chance to practice using descriptive adjectives in developing and introducing their players to the group. These include character features (e.g., intelligence, wisdom), physical strengths (agility, speed), and appearance (height, clothing). This activity helps students to practice descriptive adjectives and public speaking. (2) In their adventures, the players will come across many different unexpected situations, forcing them to use unfamiliar language structures and broaden their vocabulary. (3) Time constraints will force students to quickly take their ideas from thoughts to spoken language. (4) Players don’t always succeed (especially when dice rolls are involved!). Students learn that failure is an instrumental part of development. (5) Players need to do many day-to-day things like go to the store to buy gear, thus practicing everyday conversations in an entertaining setting. When creativity is blossoming, students will experience unforeseen learning opportunities!

---

**POSTER SESSIONS**

**Capitalization and integration of game-based learning in ESL classrooms**

Megan Cooper  
*Indiana University Bloomington/Indiana University Kokomo*

Game-based learning (GBL) is sweeping the field of education. It is easy to understand why teachers want to incorporate these games; however, it can be problematic for instructors and classrooms with limited resources, including technology and time. Preparation for GBL can often become a lengthier endeavor than the actual class time used to play and learn from the game. Teachers struggle to justify the worth of GBL when their efforts outweigh the that of the students. Whether the games are technology-based or analog, they have the power to motivate students and create collaborative environments that support learners of all ability levels, and therefore can have a positive impact on classroom management.

Game-based learning involves more than just placing a student in front of a game. Smart preparation and implementation can allow teachers to scaffold, reuse, and evolve the games and the level of learning in their classrooms.
Making meaning together: Second graders negotiate diverse perspectives using drama and picture books

Amanda Deliman
Indiana University

This qualitative case study aims to take a deeper look into what it means for children to situate the self in various contexts while carefully examining the linguistic, cultural and social influences that drive meaning-making processes and how those contribute to empathetic understanding. Empathy is a mature and “affective response that stems from the apprehension or comprehension of another’s emotional state or condition” (Bensalah, Caillies & Anduze, 2016). While empathy is not easy to articulate and measure, it is too important for human relationships to ignore (Cooper, 2011). In order for children to become agents for change (Campano, 2007; Walker, 2017) in a world that is experiencing a growing number of inequalities based on social, cultural and economic influences, we must provide them with spaces and places to share critical and conscious dialogue so that they can become more empathetic and ready to face each new human encounter head on. Using picture books, discussions, and dramatic inquiry, 21 second graders critically engage in discussions and communicate their own feelings about a variety of social issues. This study examines how children negotiate diverse perspectives and the actions they take in response to discussions about complex topics. The overall purpose is to investigate new ways of preparing young people to become socially responsible, productive members of society who can feel free to stand up for what they believe in (Campano, 2007; Nieto, 1999; Noddings, 2013) while also considering the thoughts and feelings of others. The findings of this study indicate that purposeful and planned interactions that encourage children to think about multiple perspectives can initiate a questioning stance. Furthermore, dramatic responses to literature can help the children consider and confirm their own beliefs and the beliefs of others when situating themselves in varying social contexts.

The impact of adding a visual mode of sense-making on vocabulary acquisition and retention in an upper elementary classroom

Ishwarya Iyer
Indiana University

A major problem that upper elementary learners encounter with vocabulary learning is vocabulary retention. As a language teacher, I have observed that many of my learners have a tendency to forget the newly learned words within a few days (and sometimes within a few hours) after the learning and/or memorizing takes place. So, as a practitioner inquiry/teacher research endeavor, I decided to conduct classroom research on the effects of introducing a visual mode of sense- (and meaning-)making within the domain of artifactual literacy and object ethnography, and record its effect on vocabulary learning and vocabulary retention among upper elementary learners. For my research, I used both individual assessment and personal interviews to understand the impact of introducing (and taking away) a mode on vocabulary learning and vocabulary retention. From the variety of interesting observations that I could record, three common themes emerged: (1) each learner engaged with different modes differently; (2) adding a mode only added to the learning; and (3) when a visual mode was added, the learners had a better explanation for the mistakes they made with their vocabulary learning and retention. In summary, the findings of my study will be of interest to LCLE researchers, English language teachers (including ESL), and literacy coaches who are especially interested in the visual mode on vocabulary learning and retention.

Keywords: multimodal pedagogy, vocabulary retention, multiple modes of meaning-making, English language teaching
Exploring the factors influencing ESL teacher professional identity: A mixed-methods study

Doaa Rashed
University of Maryland Baltimore County

Language teacher identity has emerged as a high-interest research area since the 1990s. Reviews of recent work reveal emerging concepts of language teacher identity as relational, negotiated, constructed, enacted, transformative, and transitional (Johnson, 2003; Morgan, 2004; Varghese, 2006). Researchers recognize relationships in examining teacher identity, such as identity-in-discourse (Varghese et al., 2005), identity, knowledge and context (Borg, 2003), identity-in-practice (Singh & Richards, 2006), and the identity of native vs. nonnative English language teachers (Davies, 2003). Miller (2009) notes that research on language teacher identity is qualitative, interdisciplinary, and socially informed, utilizing interpretive theoretical paradigms such as sociocultural theory, language socialization theory, and critical approaches. Similarly, existing research in general education on teacher identity is quite narrow in its methodological scope (with notable exceptions such as Canrinus, 2011; Day, Kington, Stobart & Sammons, 2006).

This poster presents findings from a nationwide study that utilized mixed-methods design in exploring the factors influencing ESL teacher professional identity. Using Structural Equation Modeling and the qualitative data analysis software NVivo, the researcher tested eight conceptual models exploring the relationship between the factors of self-efficacy, job satisfaction, motivation, and commitment, and teachers' professional identity. Findings reveal that motivation, self-efficacy, and job satisfaction influence teachers' affective and normative commitment to the profession and the language program. ESL teachers with strong professional identity exhibit commitment to their profession that stems from their strong feelings of classroom self-efficacy and their motivation to contribute to the profession. Teachers' language learning experiences, global perspectives, and profession of cultural sensitivity seem to mediate the influence of these factors on commitment. The study will contribute to our understanding of ESL teacher professional identity, and serve as foundational research for others to build upon, as it is one of the first studies to utilize a mixed-methods approach to investigate ESL teacher professional identity.

Valuing different aspects of student discourse in a classroom discussion

Teresa Sosa
Indiana University Purdue University Indianapolis

Allison H. Hall
University of Illinois at Chicago

This work focuses on a whole-class discussion in a 9th-grade English Language Arts (ELA) class examining the poem “For Black Poets Who Think of Suicide.” We explore how student contributions, and by extension, students themselves, were socially identified by the teacher and researcher. We argue that the differential evaluations of the discussion depended on the value placed on the authorized institutional and narrowly defined ways of performing classroom roles. Discourse analysis of student contributions and teacher and researcher comments and reactions to the discussion revealed conflicting perspectives on which interactions were significant and which aspects of student discourse were valued.

This work draws from a year-long research study that focused on the interactions and learning made possible through students sharing their embodied experiences and related understandings of the social world, while explicitly learning interpretive strategies necessary to connect their insights to literary texts. The study took place at a high school in a large urban district in the Midwest. The focus class was a regular tracked 9th-grade ELA class with 30 students: 25 Black, three Latino, and two White. The PI cotaught most classroom lessons and is considered a participant in the classroom.

Analysis of the discourse and interactions revealed variations in what the researcher and teacher focused on as a basis for their comments during the discussion. The researcher saw much of what the students were doing as interpretation, while the teacher assessed the student discussion as needing to follow more clearly the norms for participation and interaction.
This work emphasizes the importance of being aware of variations in how different observers may view the quality of student engagement in a task. It also illustrates consequences of teachers missing, devaluing, or downplaying the accomplishments of students, especially students of color, in class.

**Feminie: The world of women in picture books**

Dee Degner  
*Indiana University*

This will be a poster about picture books that depict a diverse group of strong female main characters. They are currently in six different categories: resilience, migration, pioneers, dreamers, shattering the glass ceiling, and not a princess. It also gives tips on how to use them in a classroom and examples of state standards of learning that they meet.

Jintao Hu (2003) once said, “Diversity in the world is a basic characteristic of human society, and also the key condition for a lively and dynamic world as we see today.” Picture books are a way to present diversity in society. They can be used to teach empathy for the differences of other people and to help children find shared experiences. The purpose of this poster is to help teachers find books that teach about women and girls through stories about pioneers, dreamers, and leaders. Using the state’s standards, teachers can establish strategies that recognize and honor diversity. In doing this, I tried to promote an understanding of how literature can be taught in a manner that does not convey negative messages and stereotypes. It is my hope that teachers will be able to use material that is already available to them and be able to impart social justice and empathy for others in all lessons. “There seems little chance of developing the humility so urgently needed for world cooperation, instead of world conflict, as long as our children are brought up on gentle doses of racism through their books” (Larrick, 1965, p. 63).

**References**


**Reconsidering diversity in a hybrid language class**

Daniela Ortiz  
*Andrews University*

This poster session represents an ethnographic study of a hybrid language class, focusing on the challenges created by students’ multiliteracy practices. Students range from high schoolers enrolled in dual programs to heritage speakers to adults looking for a career change. Reaching such a diverse group of students can be challenging, but challenges create Third Spaces where learning is expanded and literacies improved (Hulme et al., 2009; Gutiérrez et al., 1999). These Third Spaces are created by using diversity and even conflict as a source of students’ multivocal discovery of self. Heritage speakers often feel in a limbo, not fully belonging to the culture they function in, nor in their family’s native culture. High schoolers may feel dominated by the adults in the class and are shy to express opinions. The hybrid environment of a language class allows for students to feel less threatened in expressing their identity and exploring their literacy skills. Instructional approaches such as Discussion Boards, Zoom conferences, and collaborative work in a mixed group can empower all students and help them learn from each other’s strengths.

This poster will offer a view of the language class diversity (photos). It will start by offering an explanation of the third space. It will also offer tips on how to create personalized versions of assignments allowing students the freedom to explore according to their voice and literacy level (printed samples of such assignments). It will also show how to use heritage learners as tutors and cultural resources (printed tips). If offers examples of collaborative projects to expand students’ literacies, to embed reflection and reinventing of self as they learn a new language and culture (printed sample of the collaborative project).
Creating books together: How students, families, teachers and researchers collaborate to create multilingual and multimodal books

Asmahan Sandokji, Esther Bettney & Gail Prasad
The University of Wisconsin-Madison

In the context of transnational mobility, linguistic diversity has become a defining feature of classrooms. How can schools leverage students’ diverse communicative repertoires to build all students’ understanding of language(s) as both personal and collective resources?

This poster draws on a collaborative project promoting multilingual awareness undertaken by a classroom teacher and university researchers at a midwestern elementary public school. During the 2017-2018 academic school year, teachers, families, and students across K-5 grade levels engaged in the creation of multilingual and multimodal books. We adopted a multilingual orientation towards instructional design to engage students and families in the creation of class books which drew on students’ and families’ linguistic repertoires as assets for learning and textual production. Drawing from theories of language awareness and linguistically expansive teaching and learning, we suggest that such an approach supports the development of students’ multilingual language awareness and appreciation of cultural and linguistic diversity.

Our poster includes visual, textual, and multimodal examples of student-created multilingual books. As well, we include details regarding the process of engaging families, collaborating with classroom teachers, and designing texts. Our poster offers insights for other practitioners and researchers interested in exploring such collaborative literacy-based projects and research about multilingual language awareness.

Fostering children’s language awareness: Designing multilingual activities around children’s books to develop plurilingual competence

Sandra Descourtis & Gail Prasad
University of Wisconsin – Madison

This poster is based on collaborative work among school-based and university-based researchers to build and analyze children’s multilingual language awareness. We present a multilingual language awareness (MLA) framework for designing thematic multilingual literacy-based units drawing on James and Garrett’s (2014) five domains of language awareness: cognitive, performance, affective, social, and power. We illustrate how we operationalize this MLA framework by presenting teaching units developed and implemented at a midwestern elementary public school during the 2017-2018 academic school year.

During weekly 30-minute class periods, students encountered a variety of languages through translated versions of well-known children’s books, including The Very Hungry Caterpillar and Don’t Let the Pigeon Drive the Bus! Students worked collaboratively with their peers to complete multilingual activities designed to develop their multilingual language awareness and their plurilingual competence. According to the CEFR companion volume (2018), a plurilingual competence "involves the ability to call flexibility upon an interrelated, uneven, plurilingual repertoire to bring the whole of one's linguistic equipment into play, experimenting with alternative forms of expression; call upon the knowledge of a number of languages (or dialects, or varieties) to make sense of a text" (p. 28). Drawing on the CEFR companion volume and on theories of language awareness (Cots & Garrett, 2018), we analyze how multilingual activities based on children’s books can foster student engagement and learning for both English speakers and minoritized language learners. Furthermore, all students develop their awareness of linguistic and cultural diversity, as well as their plurilingual competence.

Our poster presents visual and textual examples of activities done in the classroom. We also include details about the development of teaching units, the choice of the books, and students’ responses. Our poster aims to offer insights to other teachers and researchers interested in multilingual pedagogies and in research about language awareness.
Building a sense of community: Strategies and experiences for addressing resistance and fear in a first-year seminar

Ann Ellsworth
Montana State University

A primary goal of this presentation is to share what was learned about process and content during the course redesign of a university seminar. Conference attendees who seek to create meaningful classroom experiences that engage and motivate learners to explore texts and/or course themes, which address race and socioeconomic status, might find this session inviting. This presentation examines how one land-grant university in a predominantly white, conservative state made advances into the study of race and ethnic issues in a course that involved reading, writing, and discussion. At this university, the typical college student's myopic world-view is a byproduct of many factors, including white privilege. The challenge was to address diversity in such a way as to invite students to participate in the conversation, rather than continuing with a close-minded approach. After a one-semester pilot, US 101, which was positively reviewed by students and faculty alike, has become the college's signature seminar offering. Summary data from course evaluations and focus-group interviews showed that students discovered their cultural understandings and awareness of the complexity of socioeconomic class lacking; they valued the exchange of ideas and being able to navigate sensitive issues in a small-group setting that encouraged exploration. Their new consciousness of white privilege helped them to appreciate the circumstances of others with limited access to what white middle-class Americans enjoy. Findings from pre- and postsurveys indicated that students gained important understandings about their place in the community and the interdependence of humanity. By sharing the challenges and successes of this curriculum experiment, we can keep at the forefront ongoing and emerging racial and social justice issues that are critical to learning communities on higher education campuses. This poster presentation will identify research questions, methodology, and findings, along with a summary of pivotal course texts that were transformative.

LDS missionary’s nine-week language acquisition: The missionary training center

Elizabeth Basok
University of Texas at San Antonio

The Missionary Training Center (MTC) in Provo, Utah, based out of the Brigham Young University (BYU) campus, has had immense success in having missionaries reach communicative competence in their second language (L2) in the span of 8-10 weeks, nine weeks on average. One might wonder how a church could organize a program that could produce competent speakers at such a fast rate. To further examine this phenomenon, it is important to understand the conditions that would permit such results by examining the methods used at the MTC and understanding the lasting effects of these results through interviews of returned missionaries to quantify their level of retaining their L2. This inductive, empirical research study aims to further understand paths that lead to communicative competence, where L2 speakers can feel confident speaking their L2 to native speakers on complex, theoretical topics. This study specifically explores the history of the missionary program, the courses at the MTC, and the level of education that MTC teachers have.

Lessons learned: Planning for and implementing Indigenous language immersion programs

Brandon Locke
Anchorage School District, Anchorage, Alaska

The Anchorage School District has a longstanding and successful history with K-12 language immersion programs since 1989 (Chinese, German, Japanese, Russian, and Spanish). However, Alaska is home to more than 22 different language families, with over 100 unique variations or dialects spoken. Yet Alaska Native languages are in decline and many are on the verge of extinction. ASD has recently been awarded a $1.3 million 3-year grant to plan and implement a Yup’ik immersion program. In this poster session, you will learn about the trials and tribulations of planning for and implementing an Indigenous language immersion program, including program models, curriculum development, recruitment of both staff and students, assessment, community involvement, and the intersection of Indigenous ways of knowing with Western education.