



SCHOOL OF EDUCATION
CURRICULUM AND INSTRUCTION

3rd International Conference on
Literacy, Culture, and Language Education

ABSTRACTS



HAMILTON LUGAR
SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES
AFRICAN STUDIES PROGRAM



HAMILTON LUGAR
SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES
EAST ASIAN LANGUAGES AND CULTURES



HAMILTON LUGAR
SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES
**CENTER FOR LATIN AMERICAN AND
CARIBBEAN STUDIES**

LAND ACKNOWLEDGEMENT

We wish to acknowledge and honor the myaamiaki, L nape, Bodw wadmik, and saawanwa people, on whose ancestral homelands and resources Indiana University Bloomington is built.

WELCOMING ADDRESS

The Department of Curriculum and Instruction (C&I) in the School of Education at Indiana University-Bloomington invites you to participate in the Third International Conference on Literacy, Culture, and Language Education (ICLCLE) to be held on 14-16 October 2022 in the W. W. Wright Education Building, Indiana University-Bloomington, USA.

The Third International Conference on Literacy, Culture, and Language Education (ICLCLE) is a multidisciplinary, interdisciplinary, 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 2022 Conference at Indiana University, Bloomington, IN, USA.

Yours sincerely,

The ICLCLE 2022 Organizing Committee

KEYNOTE SPEAKERS

Suresh Canagarajah, *Pennsylvania State University*
Angela Reyes, *Hunter College, City University of New York (CUNY)*
Jonathan Rosa, *Stanford University*

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KEYNOTE ADDRESSES

Keynote Address 1

Ideologies of Contact: How “Mixed” Languages and Races Become Things

Angela Reyes

Hunter College and CUNY Graduate Center

To say that things are in “contact” is to presuppose that these things are “things,” entities once distinct and separable before their encounter. But how do things become things? And how do things become “mixed”? This talk considers how “mixed” languages and races become things through ideologies of contact. Drawing on sociolinguistic fieldwork on postcolonial elite formations at a private university in the Philippines, this talk explores how European and Filipino languages and races were regarded as entities whose contact produced consequences: linguistic and racial hybridity and linguistic and racial deauthentication. Through ongoing ideologies of contact, colonial hierarchies persist by identifying “mixed” elements within nested categories of the formerly colonized, inventing elite types that are both denigrated and admired for their supposed approximation to imperial modes of being and speaking.

Keynote Address 2

Undoing Competence: Coloniality, Homogeneity, and the Overrepresentation of Whiteness in Applied Linguistics

Jonathan Rosa

Stanford University

Conceptualizations of competence, which permeate applied linguistics, systematically fail to account for the role of racialization in language learning. Building on collaborative work with Nelson Flores to conceptualize the framework of raciolinguistic ideologies as a project of undoing appropriateness, this presentation seeks to draw on raciolinguistic perspectives to undo competence. To interrogate the racialization of competence, I first examine its emergence in conjunction with the ideological construction of linguistic homogeneity as central to the naturalization of race within the context of European colonialism. I then examine how ideas about *linguistic competence* took shape jointly with a genre of the human that is overrepresented as white and how this same genre of the human informed foundational conceptualizations of *communicative competence*. After examining relevant examples of how communicative competence has been taken up in ways that reify this racializing ideology, I end with alternative conceptualizations of language learning goals that draw from worldviews of racialized communities and refuse universalizing conceptions of competence as the desired outcome.

Keynote Address 3

Traversing Contact Zones: Mobilities from the Global South and North

Suresh Canagarajah

Pennsylvania State University

The much touted “mobility turn” or “mobilities paradigm” (Urry 2000; Buscher, Urry, and Witchger 2011; Faist 2013) disregards that translocal contact has always been there in human history. Such myopic discourses suggest the hegemony of mobility tropes since 14th century European modernity which have shaped social spaces and academic discourses. They have damaged the prospects of transforming contact zones into shared commons for reciprocal relationships between humans and nonhuman beings. Language has accompanied and shaped these colonizing mobilities. However, discourses and practices of mobility from my heritage South Asian tradition offer a different vision for ethical negotiations in contact zones. I will narrate how I have myself traversed the dark side of mobility during a 500-year history of colonization by European nations, and displacement during the postcolonial ethnic conflict in Sri Lanka. I will conclude by illustrating how my community interacts in present day contact zones by drawing from the resilient habitus from its ancient heritage to engage in resistant thinking, translingual communication, and diasporic “placemaking”.

SPECIAL INVITED SESSIONS

Special Invited Panel 1

New Horizons in Language Documentation: Making Dictionaries for Learners and Communities

Indigenous Presenters

- Skye Whiting - Tahltan
- Tanya Louie - Tahltan
- Kathy Cottrell - Tahltan
- Pauline Hawkins - Tahltan
- Patricia Louie - Tahltan
- Verna Vance - Tahltan
- Lesli Louie - Tahltan
- Vance Crookedarm - Crow
- Emerson Bull Chief - Crow
- Velma Pretty On Top - Crow
- Roanne Hill - Crow
- Bryan Hudson - Eastern Shoshone

Non-Indigenous Presenters

- Willem De Reuse - TLC Apache Linguist
- Elliot Thornton - TLC Dictionary Database Manager
- Abbie Hantgan-Sonko - TLC Linguist
- Bob Rugh - TLC Crow Specialist

The Language Conservancy (TLC)—a 501(c)(3) non-profit with headquarters in Bloomington, Indiana—is a worldwide leader in supporting endangered Indigenous languages. We work closely with communities to determine what solutions best meet community needs. We offer unique solutions for language documentation and revitalization with a strong emphasis on providing the technical knowledge to quickly and effectively develop language resources such as dictionaries, mobile applications, and pedagogical materials.

There is an increasingly urgent need to quickly document the lexical inventory of endangered languages as speaker populations diminish and the window for working with first-language speakers closes. Traditional approaches to developing dictionaries through multi-decade fieldwork and text-corpus development are often inadequate solutions to contexts where there are few speakers among an aging population. This panel will showcase eight different dictionary projects from across North America. We will present enhanced methods for developing accessible, interactive, online, mobile and print dictionaries for endangered Indigenous Languages. The panel presenters are representatives of the Crow Agency in Montana, the Wind River Reservation in Wyoming, the San Carlos Indian Reservation, the Yavapai-Apache Nation in Arizona, and the Tahltan Nation in British Columbia. Each presenter will describe their tailored process to dictionary development and show the current status of their project towards a published (online, mobile and print) dictionary.

The basis for most TLC dictionaries is the Rapid Word Collection (RWC) method, originally developed by SIL International (2010) in order to create practical dictionaries in a relatively short period of time. TLC has adapted RWC semantic domain associations to the North American endangered language situation and has equipped it to run in-person or virtually. Using a specialized software tool TLC developed, speakers work with a scribe to collect words, glosses and audio recordings as well as supplemental information for each entry.

TLC has successfully conducted in-person and virtual events in which between 5,000 and 14,000 words have been collected for several First Nations and Tribes. These workshops spark a true sense of ownership, commitment, and community among the participants while competing in a friendly manner with each other for the most words collected in a day. Following an RWC event, all collected data are consolidated and organized to be reviewed by trained linguists to ensure standardized spelling, accurate transcription, and grammatical consistency. The data are then organized for further review in subsequent workshops, using another exclusively developed collection tool. In this paper, we illustrate this methodology by presenting case-studies from a variety of languages and community settings and present the output online (e.g., Ute 2022), mobile (e.g., Stoney, 2021) and print (Rugh et al, 2022) dictionaries.

Special Invited Panel 2

New Horizons in Language Documentation: Making Dictionaries for Learners and Communities

Indigenous Presenters

- Shane Yellow Thunder - Ho-Chunk
- Alex Fire Thunder - Lakota
- Charleen Fisher - Gwich'in
- Paul Williams Jr - Gwich'in
- Šišóka Duta - Dakota
- Cherith Mark - Stoney Nakoda
- Terry Rider - Stoney Nakoda
- Juanita Plentyholes - Ute Mountain Ute
- Colleen Cuthair-Root - Ute Mountain Ute

Non-Indigenous Presenters

- Elliot Thornton - TLC Dictionary Database Manager
- Abbie Hantgan-Sonko - TLC Linguist
- Corey Telfer - TLC Stoney Nakoda Linguist
- Bob Rugh - TLC Crow Specialist

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Special Invited Roundtable 1

New Horizons in Language Documentation: Making Modern Dictionaries Using New Software and Database Management Systems

Indigenous Presenters

- Skye Whiting - Tahltan
- Tanya Louie - Tahltan
- Kathy Cottrell - Tahltan
- Pauline Hawkins - Tahltan
- Patricia Louie - Tahltan
- Verna Vance - Tahltan
- Lesli Louie - Tahltan
- Vance Crookedarm - Crow
- Emerson Bull Chief - Crow
- Velma Pretty On Top - Crow
- Roanne Hill - Crow
- Bryan Hudson - Eastern Shoshone

Non-Indigenous Presenters

- Elliot Thornton - TLC Dictionary Database Manager
- Abbie Hantgan-Sonko - TLC Linguist
- Bob Rugh - TLC Crow Specialist
- Corey Telfer - TLC Stoney Nakoda Linguist

This roundtable discussion will be a follow-up to the dictionary making panel but will dive deeper into the technical aspects of the process. Presenters will share the word collection process and workshop preparation as well as database development procedures. We will showcase a number of software tools developed by The Language Conservancy (TLC) that allow for a variety of custom-tailored approaches to workshops and creation of dictionaries.

For the Crow, Tahltan and Eastern Shoshone projects, TLC organized multi-week Rapid Word Collection (RWC) events systematically going through a set of 1,800 semantic domains in 4-10 groups of 3-5 speakers each. Following these events, we organized a series of Record and Review Collections (RRCs) to check all entries for accuracy and add information as needed.

On the other hand, for the Yavapai, and Apache projects, the teams used existing published and unpublished wordlists, dictionaries and databases, to create prompts for which speakers could add recordings. TLC linguists and programmers organized the existing entries into semantic domains. Participants were given the option to add new entries in this hybrid RWC/RRC approach.

Once recorded, all data are imported into the dictionary database management tool TshwaneLex (TLex). The data are kept on a shared server so editors within TLC and tribal members can access and edit the data collaboratively. TLex's Lua scripting access allows for complex automations to enhance the handling of many dictionary building operations including merging duplicates, generating rich reversal entries, organizing and mapping example sentences, bulk reorganization of inflected forms, and conditional styling for rich exports.

Crow, Ho-Chunk, and Tahltan's RWC projects served to expand existing smaller dictionaries so that data were converted to the TLex format and merged into the database.

In all steps of recording and editing, a chain of custody is maintained in TLex with ID numbers, modified dates, and tracking codes to ensure edits can be explained and validated at each step. TLC's Record and Review software directly reads the .xml export from TLex, providing seamless integration for further recording collection and editing without needing full TLex training.

Established internal TLex internal training methods and materials are now being provided to teams of Indigenous linguists and editors from the Tahltan and Ho-Chunk dictionary projects to facilitate skills transfer and help create independent stakeholder-driven dictionary projects.

Tahltan will be integrating further expansion of their dictionary into the work of new speaker apprentice programs.

The outcome of a dictionary project is the dictionary itself. The philosophy at every stage is to "always be proofing" in TLC's TLex processes. TLex is designed to reflect the final product with print and digital styles maintained and updated, with audio available to all editors at all times.

The design of the digital dictionaries is focused on serving the needs of language learners. Each dictionary has an advanced search engine behind it set up to allow common phonological mistakes and provide users with access to entries whether they are seeking to translate text or roughly spell out a word they have heard. All of the text within an entry is automatically linked to entries with the help of various styles of lemmatization in English and the target language. A common experience is provided between mobile, desktop, and web users ensuring accessibility regardless of platform.

Since TLex provides the ability to always be proofing, after the first release, much of the export process is automated so additional updates can be created with ever increasing frequency.

Digital formats provide a way to easily receive community feedback which is integrated in most cases annually or biannually.

This roundtable will demonstrate the tools used to create our online, mobile and print dictionaries and give a lot of space to discussion between the presenters and the audience.

Special Invited Roundtable 2

New Horizons in Language Documentation: Making Modern Dictionaries Using New Software and Database Management Systems

Indigenous Presenters

- Shane YellowThunder - Ho-Chunk
- Alex Fire Thunder - Lakota
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INDIVIDUAL PRESENTATIONS

Revisiting EMI in the Education System of Bangladesh in the Purview of NEP, LPP, and ELF

ABM Razaul Karim Faquire

Institute of Modern Languages, University of Dhaka

This study does a critical review of the prevalent English as Medium of Instruction policy to find out the flashback effects of it and advocates a comprehensive Medium of Instruction (MOI) scheme so that English as MOI can be incorporated into the education system of Bangladesh in compliance with the principles of the Language Policy and Planning and English as Lingua Franca. Given that, an MOI scheme has been designed to provide a basis for the language education system, comprising the elective provision for English literacy education as well as the optional provision for knowledge-based subject education with the EMI. This envisaged MOI scheme provides an English-in-education policy to consolidate EMI equitably along with Bangla as the medium of instruction in the education system of Bangladesh so that Bangla as a national language enjoys a greater prominence over other foreign languages, including English, at the higher education level.

The Myth of Objective Literary Merit

Rachel Slaughter

William Penn School District

Kathleen Dickerson

Olney High School, The School District of Philadelphia

Jones and Okun describe several characteristics of white supremacy culture: perfectionism, defensiveness, worship of the written word, paternalism, either/or thinking, power hoarding, individualism, and right to comfort. The combination of these characteristics creates the most harmful curtain of racism: the “the myth of objective literary merit.” In the presentation, researchers share a fourteen-point, peer-reviewed rubric that helps educators select multicultural literature that promotes language celebration. They will detail the problem that generations of educators have created. In praising the same types of texts, they have created the illusion that good writing is an objective concept. This is not the case. Using the rubric, the researchers will show another way to select literature: one that is subjective, assisting educators in making equitable curricular choices. Consider this: The omnipresence of the literary canon misleads educators to believe there is something inherently superior about the texts that have traditionally been held in such high esteem. With few exceptions, only prose written in “standard” or “formal” English has been deemed “good writing” and risen to the level of prestige required to be canonized. Words like “standard” and “formal” both imply a sense of superiority over other English dialects, a concept which is a relic of colonization. A canonical-heavy curriculum, which largely excludes literary works that explore language migration, creates an environment that is not conducive to those who differ from the white, cisgender, heterosexual male majority. I explain that educators in the United States have largely been educated within “a system that promotes a monocultural ideology” (40) and often strive to create a platform that holds standard English in high esteem. Multicultural literature offers a wide selection of books that help students and educators unlearn the white supremacy culture perpetuated through repeated teaching of standard English canonical texts.

Digital Storytelling with Tomorrow's Future Teachers

Christina Romero-Ivanova

Indiana University Kokomo

Grounded in Rowsell and Pahl's work on Artifactual Literacies (2010), this presentation will focus on the qualitative research study that centered on high school students' works of digital storytelling of their experiences in the Tomorrow's Teachers program at Indiana University Kokomo. Two high school students' stories will be represented in the presentation. The research question involved understanding how high school students used digital storytelling to voice their different experiences. Interviews, the digital stories themselves which were artifacts, observations, and casual conversations where are the data that were collected. Thematic coding was used along with intersectionality and the seven elements of digital storing to deconstruct important themes that emerged in the stories. The presentation will also involve the outcome of the study, which was published as a research article in Emerald Publishing titled "Digital Stories, Material Transformations: Reflections of Education Students in a Pre-Teacher Program", as an article in the American Association of Colleges of Teacher Education and which recently earned a Community Teaching award in Indiana University's Faculty Academy on Excellence in Teaching .

Countering Neoliberal Discourse in the Texas Seal of Bilingualism

Nichelle DeVaughn

California State University, Channel Islands

The Seal of Bilingualism, adopted in Texas in 2013, is a distinguishing graduation honor for bilingual/biliterate high school seniors. Nearly a decade later, little data exists about the program in Texas with minimal knowledge among teachers and students. However, growth in the Seal continues nationwide and in California, the first state to introduce the award. There have been policy amendments supporting emergent bilinguals (EBs), increases in languages awarded, and now 45 states approving a State Seal of Bilingualism (SSB). Texas remains in its beginning stages of the award, declining to offer data for national reports on progress and program developments. This research critically analyzed Texas bilingual policy alongside a local school district's practice and implementation, emphasizing impact for linguistically marginalized students. Using critical policy and discourse analysis approaches, this study examined neoliberal discourses present in the SSB policies and promotional materials. A global human capital (GHC) conceptual framework (Valdez, Delavan, & Freire, 2016) was used to focus on uncovering inherent power in the policies. The GHC framework cites the primary neoliberal effect on bilingual education is the gentrifying of dual language programs, directing attention from EBs to English only speakers learning minoritized languages. Conversely, Equity Heritage discourse is focused on programming for EBs developing multiple linguistic systems, supporting heritage language maintenance and growth in English simultaneously. These frameworks highlight the continuum from language rights and equalizing disproportionate power to an orientation favoring neoliberal ideologies, further producing inequalities. Findings for the Texas school district's language policies revealed evidence of an Equity Heritage discourse in support of EBs receiving the bilingual recognition. State legislation revealed policies with a conflicting GHC discourse, facilitating advantages for English dominant speakers and increased difficulty for language marginalized recipients. Implications and recommendations are offered for districts to minimize language inequities, prioritizing educational access for linguistically diverse students.

Desahogarse: Autobiographical Narratives with Emerging Bilinguals

Sarah Campbell

Indiana University

Emerging bilinguals, or English Language Learners, come to the United States for a better life, ‘un futuro mejor,’ yet it is not always a better life when they arrive. Immigrant students come to American schools and have to manage not only learning a new language, but the emotions of leaving behind a former life, family, and more while building a new life in a foreign land. This narrative practitioner inquiry study examines how high school emerging bilinguals navigate their lives as language learners while documenting their life stories in autobiographical writing. These emerging bilinguals’ narratives are written as reflections on their lives as they transition to their ‘new’ lives as immigrants in a mostly monolingual educational environment. These reflective narratives are intended to help students “desahogarse,” or unburden themselves, as they contemplate their past lives while ‘seguir adelante,’ moving forward, as well as a tool to advocate for the ELL population in the monolingual educational setting. This proposed poster will be a modern, multimodal, translingual representation of students’ narratives, highlighting students’ heritage, funds of knowledge, reflections on life situations, and attitudes towards “a seguir adelante” (moving forward). Student reflections will be shared as a model of a New Literacies text, utilizing creative design to maximize impact on the academic viewer, create empathy, and provide perspective via snippets of the students’ written words, spoken words, art, and images.

How I Live [Participate] Now: Re-negotiating Participation and Power Relations in Book Discussions

Angelica Granqvist

Stockholm University, Sweden

Under the umbrella of critical literacy (Janks, 2010), this paper focuses on how Gabriella, an upper-secondary student in Sweden, re-negotiated social and linguistic participation in book discussions involving students in the school subjects Swedish (SWE) and Swedish as a second language (SSL). Gabriella had immigrated to Sweden due to forced migration. As a learner of Swedish, she worried that her language proficiency was regarded as insufficient to her peers in SWE. Within the frame of linguistic ethnography, and with the aim of identifying Gabriella’s trajectory of participation in book discussions over time, audio-recorded group discussions about the novel *How I live now* by Rosoff (2004), interview data, and observational field notes were analyzed by means of an epistemic stance analysis (Stivers et al., 2011). Drawing also from Priors (1998) notion of *learning as participation*, it was possible to unfold how Gabriella went from a passing participant to a driving force. Her trajectory of participation was spurred by the content of the novel and a sense of epistemic responsibility to share her first-hand experience of war, while her classmates responded with silence. From an educational perspective, this paper emphasizes the importance of classrooms as contact zones (Canagarajah, 2019) where students are not only provided with rich opportunities to gather around literature that stirs up questions of what it means to be human, but more importantly it accentuates the need for literary education to include response practices to the many faces of humanity that students bring to school.

Teacher Educator's Self- Reflexivity and Reflective Conversation Heuristic for Teacher Identity

Vesna Dimitrieska

Indiana University

The aim of the study is to fill the existing gap in research conducted on Certificate of English Language Teaching to Adults (CELTA) courses by examining pre-service teachers' interplay between language teacher cognition (Borg, 2003) and teacher learning in American, Korean, and Mexican context, as well as teacher educator's/researcher's reflexivity in the process. There are various formats of programs that prepare EFL teachers. The CELTA, 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, pre-service teachers who are taking the course build their own teacher identity. Teacher's cognition while in the process of becoming and subsequently being a language teacher has not been investigated through longitudinal research. Furthermore, the pedagogical practices of the teacher educators who train these teachers and conduct research have not been examined at all (Wright, 2010). 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 educator's reflexivity, Farrell's (2015) model of reflective practice was 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: semi-structured interviews, observations, debriefings, and course documents, during and after the CELTA. The data was analyzed 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.

Children's Globalization Literacy Education in the Storytelling Platform Contact Zone

Kathy Keunghee Kim

Indiana University

Globalization is "working in progress" because it reflects changes in sociological circles, communication methodologies, and materials in the social, political, cultural, and economic factors (Block, 2004). Globalization literacy educators guide students to build their intercultural competence by exploring other cultures outside of the classroom. The global literacy education program has been trying to build up learners' intercultural competence by exploring other local cultures and societies. Students' independent research of globalization might also strengthen students' autonomy in learning globalization beyond the classroom. Especially, students in 3-5th grades start to form their intercultural competence and build up their ideas on globalization. Writers on the digital platform can develop their intercultural competence by sharing other countries' local stories. The digital storytelling platform might be facilitated as the contact zone to see how students evaluate globalization. According to Reynold (2006), a contact zone is where students explore their activities and follow up with cognitive and motor skills, comparing their performance with their changes. The digital device can be a good tool to show students' ideas or understanding of globalization. Mainly, writers in elementary school (3-5th grades) can express their ideas freely using various methods of pictures, props, voices, and favorite characters on the digital platform. Digital storytelling's benefit may replace standard teaching class tools (Kirkci, 2020) for intercultural learning in globalization education. The contact zone can support global educators and teachers to see students' authentic understanding of globalization by expressing their ideas freely and sharing other stories on the digital platform. Writers about globalization show

their conflicting ideas on globalization that might be in conflict with globalization education goals. Thus, this paper will review how global literacy education can be developed in the digital platform contact zone by reviewing students' stories about globalization.

Competing Authorities in Language Revitalization: Perceptions of Authenticity and Neologisms Among L2 Speakers of Breton

Jennifer Cox

Indiana University

Language policy in France has long championed a “one-language-one-nation” ideology that has driven the country’s regional languages to the margins of society (Hawkey & Kasstan, 2015, p.110). However, revitalization movements for minoritized languages in France tend to employ the same notions of linguistic nationalism that gave their own languages minority status, creating further hierarchies within regional language communities (O’Rourke, 2015). A common conflict is the question of authenticity: who speaks the most “authentic” variety of a regional language, and should their variety be the target of acquisition for learners? The traditional definition of authentic speech as a variety that is “profoundly local” positions L1 speakers as the highest authority on a language (Woolard, 2005, p.2), distinguishing them from the L2 “new speaker” communities that result from revitalization efforts. L2 speakers of Breton, a Celtic language in northwestern France, must choose whether to model their language after traditional L1 speakers or the standardized Breton used in textbooks. The former uses borrowings from French to fill lexical gaps, while the latter prefers Celtic-based neologisms. Do these L2 speakers prioritize the use of “correct” neologisms taught in language courses, or do they target the “authentic” speech of L1 Breton speakers? How do they define authentic Breton, and is authenticity important to them? This study investigates these questions using a structured questionnaire following the direct approach to language attitudes research (Garrett, 2010) that collects quantitative and qualitative data on perceived authenticity from 84 L2 speakers of Breton. Results show that these speakers have a complex idea of authentic Breton: while they agree that L1 speakers have the most authentic speech, they also believe that neologisms are the most authentic, even though L1 varieties typically employ French borrowings. These findings have implications for regional language education, especially the creation of pedagogical materials for revitalization programs and schools.

Facilitating International and Multilingual Undergraduate Students’ Writing Transfer Across the Disciplines

Xin Chen

Indiana University

Learning transfer with regard to academic literacy in higher education has drawn more and more researchers’ attention in recent years (Baik & Greig, 2009). However, only a small number of transfer studies are pertinent to international and multilingual students or second language (L2) writing instruction. Situated in the area of English for Academic Purposes (EAP) and Writing Across the Curriculum (WAC), this research investigates international and multilingual undergraduate students’ writing practice and development within and across the disciplines. Specifically, it looks into six Chinese international students’ learning transfer from their First-Year Writing (FYW) course to disciplinary writing in the college years. Drawing upon the theoretical framework of adaptive transfer proposed by Depalma and Ringer (2011), this study redefines transfer in L2 writing and expands the research scope of transfer studies. It examines writing transfer from a new vantage point by including writers’ creative and/or strategic transformation of learned knowledge. Using the methodology of case study, this research documents detailed processes of how international and multilingual undergraduate students

adapt and transform prior writing knowledge and experiences to construct discipline-specific literacy. The findings have captured a series of writing practices cutting across those students' approach to language, rhetoric, and genre and identified the factors that contextualize their writing practices, e.g., first language (L1) writing conventions, individualized perceptions of disciplinary expectations, etc. Those student writers' idiosyncratic processes of adaptive transfer include using rhetorical knowledge to act on understanding of audiences, becoming strategic in the writing process, and developing genre knowledge and awareness to navigate new genres. A better understanding of college writing expectations from the FYW instruction also enables them to make writers' choices with an expanded toolkit for writing, albeit their dilemma of using L1 in L2 writing. Pedagogical implications for facilitating transfer in L2 writing were yielded based on the findings.

Professional Identities of Online ESL Shadow Education Tutors: The t/Teacher Dichotomy

Emily Kerr

Indiana University

This study uses critical discourse analysis to describe the professional identities of online ESL and content area shadow education tutors working in the for-profit or consumer-based education services industry. This study defines the term shadow education as being private, paid supplementary tutoring in academic subjects outside of school hours that follows the school curriculum; it does not include unpaid tutoring, extra lessons, or lessons in any extracurricular or leisure subject matter such as music, art, or sports (Yung & Bray, 2017). Interview data was collected from two tutors working in a for-profit tutoring company serving Chinese international undergraduate students studying abroad. CDA of discussions about what the tutors do in their classrooms and their experiences working with a particular company revealed a disconnect with the traditional idea of what a teacher is as compared to what these tutors do in their work. As such, data based on how these participants discuss their work reveals a t/Teacher dichotomy in terms of the unequal distribution of social capital between educators seen as being Teachers (capital T), educators whose work adheres to the traditional idea of Teacher, versus educators who are teachers (lowercase t), which includes ESL/EFL tutors, online educators and others whose work does not fall into the traditional view. As such, the discourse of participating tutors implies the continued marginalization of educators who work in this setting.

Language Contact and Conflict in Educational Settings: The Case of Catalonia

Farah Ali

DePauw University

Language conflict in Spain has a tumultuous history rooted in Francisco Franco's dictatorship from 1939 to 1975, during which languages other than Spanish were prohibited. Since shifting to democracy, language revitalization has been an ongoing effort in Spain's multilingual autonomous communities. In Catalonia, the regional government has produced policies that support the use and legitimization of Catalan as an official, vehicular language, while de-emphasizing Spanish. Although these efforts have seen a good deal of success, language planning has also been the site of conflict between Spanish and Catalan, particularly in terms of competition in different domains of use, availability to citizens in everyday services, and disparate attitudes towards each language (Ianos et. al, 2020; Newman & Trenchs-Parera, 2015; Soler & Gallego-Balsà, 2019; Woolard, 2016). The present case study examines media representations of linguistic practices and attitudes in Catalonia, as well as how media discourse reflects policy ideologies. Specifically, this study employs intertextual analysis of policy documents and Spanish and Catalan news articles to examine reported linguistic practices in educational institutions, and how media upholds or problematizes the ideologies present in language policies. One key finding

is the production of conflicting reports on discrimination; namely, sources published in Spanish reported on discrimination regarding Spanish use in educational settings, while sources published in Catalan reported discrimination for using Catalan. Additionally, reports from Madrid-based sources presented criticisms relating to disparate use of Catalan and Spanish, frequently using strong and evocative language. Finally, given that language policies assign Catalan as the language of learning and instruction in educational settings, media discourse at times appears to be at odds with policy discourse. This study addresses a timely issue that remains relevant not only in the context of language in education, but also as language use relates more broadly to policy and planning.

Medium of Instruction Policy: A Case Study of Cambodian Higher Education

Virak Chan

Purdue University

This paper is part of a larger qualitative study that investigates the current medium-of-instruction policy of Cambodia 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 relation 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 at different layers of the policies including legislations, institutions, and classrooms. At the legislation 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 for the policies implementation. The contexts for implementation were also examined at the classroom level with data drawing 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 layers of the policies. The findings raise interesting issues regarding the mother-tongue medium, English medium, and bilingual education in the post-colonial 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 as an example in this case), of the potential inequalities caused by language policies, and of the social, economic and political contexts that condition them. The knowledge in turns helps inform language policy actors from top to the bottom levels including legislators, rectors, administrators, instructors and students of the university.

“What’s Wrong with these Americans”: Translanguaging for Critical Bilingual Literacy in a Chinese-English Bilingual Classroom

Jiadi Zhang

University of Illinois Urbana-Champaign

In the field of language and literacy, the theories of translanguaging (García, 2011; García & Kleyn, 2016) and critical bi/literacies (Degollado et al., 2020; Lau, 2019) have served to deconstruct the regulations and boundaries that have been socially and institutionally constructed to privilege the dominant language and literacy practices. The two frameworks repositioned language minoritized students as resourceful, knowledge producers, and critical agentive actors in education, community, and society. As such, I draw on these theoretical groundings to critically examine the intersection of a Chinese teacher’s translanguaging implementation and Chinese American students’ critical bilingual literacies

as they engage in Asian American focused culture and history content through their community's heritage language school. This study stemmed from a larger ongoing ethnographic project examining teacher's and students' translanguaging practices and critical (bi) literacies within discussions in the Chinese-English bilingual classroom. Three themes emerged from the data: Translanguaging for scaffolding, critical sense-making, and linguistic freedom.

Findings showed that the teacher implemented translanguaging fluidly changing its purposes from scaffolding, to facilitating critical sense-making about their bilingual worlds, and to enacting linguistic freedom. Students articulated their critical language awareness and identities as switching language use and engaging in biliteracy discussion. The study demonstrates the possibilities of using translanguaging as a transformation and freedom, which facilitate students' identity negotiation and biliteracy learning. It also points to the affordances of translanguaging in supporting bilingual and biliteracy development and offered important implications for translanguaging stance and pedagogy in the bilingual context as a culturally sustaining approach.

Ideology and Othering in Travel Writing

Ayman Elbarbary

Ohio University

Travel writing is one of the ways to communicate and discover other cultures. Intercultural communication leads to building bridges of understanding among different nations and avoiding conflicts. Travel writing essentially introduces "the other" and their culture in the form of literary texts. My research is a stylistic analysis of *Resala* (922) by Ahmad Ibn Fadlan and *Travels in Arabia* (1889) by Bayard Taylor. The purpose of the research is to examine two main concepts: "otherness" and "ideology". The research will begin with close readings of both texts to identify major content themes: death, sex, food, clothes, etc. Since the texts are available digitally, a content analysis will be conducted using Nvivo. Alongside this content analysis of said themes, instances of sense impressions: sight, smell, sound, touch, and taste will also be recorded. Special attention will be paid to the source of these sense impressions, and the language used to describe them. Both the content themes and the sense impressions will then be analyzed for instantiations of othering and ideology. Othering may be marked by the use of pronouns and nominalizations, and the use of figurative language. The texts will be analyzed for frequency and saliency of language use. In the case of Fadlan, key instantiations of language used in the translated text will be compared to the original Arabic text. The expected results are that both writers will use their linguistic choices, sensory perceptions, and salience to represent the other's culture positively and negatively.

Hybrid Communicative Language Learning Using Microsoft Surface Hub

Ayman Elbarbary

Ohio University

Technology has become an essential component in language teaching and learning. Moreover, the need for implementing technology and having interactive language classes has increased even more during the pandemic. In this presentation, I will discuss my experience using Surface Hub when creating hybrid interactive courses. I will highlight the unique usages of Surface Hub in communicative language learning settings and how to apply communicative activities, games, and applications such as Flipgrid in such environments. In addition, the presentation will provide instruction to teachers in signing in with Microsoft Teams or Zoom on the Surface Hub to offer distance learners a more interactive role in in person classes (when courses are hybrid or mixed between the two types of learner). The additional skills that will be demonstrated for mastering the Surface Hub will include: using interactive boards,

embedding interactive videos into presentations, creating animated pictures, saving notes, applying handwriting enhancing features, among other things. Moreover, I will include a unique way to save class board notes on the cloud and share them effectively with students. After the presentation, the audience will have been familiarized with Surface Hub, its features, and how to use it effectively in communicative language learning contexts.

Creative Writing and Creativity as Resources for Teaching Academic Writing: A Two-week Collaborative Workshop with Uzbek English Teachers

Cathy Raymond

Independent Scholar

Luiza Galimullina, and Sharofat Pakirdinova

Fergana State University, Uzbekistan

This presentation offers reflections on a two-week collaborative creative-academic writing workshop conducted with English language faculty at Fergana State University, Uzbekistan. The purpose of the workshop was to explore creative writing and creativity as potential resources for teaching academic writing. This approach seeks to disrupt traditional deficit-focused approaches to teaching academic writing to multilingual learners by shifting to a strengths-based model which privileges the sociocultural, historical, and individual lived realities of teachers and learners. The overarching goal of the workshop was to work closely with participants to find creative spaces for individual and culturally relevant expression within the parameters of academic writing in English. The presentation will offer an overview on needs assessment, design, and delivery of the workshop. Uzbek participants will also offer reflections on the workshop and applications in the Uzbek setting.

“Wait, I Gotta Finish Reading this Picture!”: Exploring How Third Graders Leverage Semiotic Expertise to Enhance Reading Comprehension

Grace Pigozzi

Purdue University Northwest

Books can be invitations that entice young readers to bring their social histories and background knowledge to interpret readings of visual signs presented in the illustrations. In a research study of grade three students reading illustrated social studies trade books to build fluency, comprehension, and conceptual knowledge, students often navigated away from logocentric literacy instruction and the dominant discourse of written text. Instead, students applied semiotic resources to make meaning as empowered practitioners of multimodal learning. This paper explores how students made use of graphical devices (e.g., illustrations, maps, and charts) to interpret texts. Multimodality, a theory of representation and communication focused on how images and texts work individually and in concert with one another, informs this inquiry. In this mixed-methods study of 24 children, reading groups served as contact zones for negotiating knowledge and power. Four groups of students read widely or engaged in repeated reading over an 8-week period to improve reading ability. While testing data show that all students made word identification and comprehension gains, applying the multimodal frame to axial coding of book discussion indicates that students also made unique use of graphical devices to aid their comprehension. Readers often competed to find novel features of photos and drawings while exploring historical topics. Individuals found information depicted in illustrations to be more significant than that provided in print. All groups observed that some illustrations introduced details never mentioned in the books. Wide reading groups discussed quality and representation across images, comparing how meaning was conveyed in different books on the same topic. Repeated reading

groups discussed intentionality of illustrations. Fluency, vocabulary, and engagement with images all contribute to text comprehension. With informed guidance from teachers, as young readers translate printed words to speech, they can simultaneously leverage their expertise with decoding images to further enhance their comprehension.

Khmer in the Linguistic and Broadcast Landscape of Cambodia Town USA

Wayne Wright

Virak Chan

Purdue University

Khmer is the national language of Cambodia and the heritage language of over 300,000 Cambodian Americans in the U.S. (Wright, 2014). Long Beach, California is home to the largest population of Cambodians outside of Cambodia. One section of downtown is designated as Cambodia Town. In the 40+ years since initial refugee resettlement, the Khmer language has maintained a strong presence in Cambodia Town (Wright, 2011), though parents and community leaders express concern about its survival (Smith-Hefner, 1990). This study addresses the following research questions: (a) To what extent is Khmer present in the community? and (b) What patterns of language use are evident among different generations of Cambodian Americans? To answer these questions, we conducted a linguistic landscape analysis and analyzed local Khmer language television programming. Specifically, we analyzed 32 video clips (about 25.5 hours) produced between 2019 and 2020 by KhmerTV, which broadcasts original programming targeting Cambodian Americans in the Greater Los Angeles viewing area. The videos represent a variety of programs including news, popular culture, health, religion, and community events. Through V-Note we analyzed the use of Khmer and English in the videos. In spring 2019 we took 200+ photos along Anaheim street in the heart of Cambodia Town to analyze the extent to which Khmer has a visible physical presence. We also conducted observations in the community and engaged in interviews and informal conversations with local Cambodian Americans about the use of Khmer in the community and in their families. This research sheds interesting light on the patterns of language use, maintenance and loss among Khmer language speakers in various age groups in the community, with important implications for language maintenance efforts in linguistically diverse communities.

Virtual Reality and Learning English as a Foreign Language: A Proposal to Develop Speaking and Listening Skills in Chilean Students

Diego Sanhueza

Universidad del Bío-Bío, Chile

According to Peixito et al. (2021), the relation between Virtual Reality and foreign language learning is quite positive, particularly when compared with conventional pedagogical practices. Not only that, the connection between Virtual Reality and the user's motivation and satisfaction is also quite positive. Based on Peixito et al.'s (2021) findings, this work proposes that the use of Virtual Reality contributes to developing Speaking and Listening Skills during the Teaching-Learning process of English as a Foreign Language with learners whose first language is Spanish. This proposal is designed to meet the learning needs of first-year university students of the English Teaching Program at Universidad del Bío-Bío – Chile. This program receives an average of 55 new students each year with different levels of linguistic competences. According to the diagnostic tests, 80% of students achieve levels A1, A2, B1, and B2 when they start their program. However, 20% of these students are not able to achieve the A1 level. In order to support these students, this work considers Virtual Reality as a useful pedagogical practice not only to develop speaking and listening skills but also, as stated by Peixito (2021) as a pedagogical

resource that has an impact on the student's motivation. Preliminary results suggest that virtual reality may have the potential not only as a tool to learn English in tertiary education but also in middle or secondary school.

Virtual English and Spanish Speakers Cultural Exchange

Florencia Casanova

Bio-Bio University, Chillan, Chile

A virtual cultural exchange pilot experience was carried out in 2020 and 2021 between students from Universidad del Bío Bío (UBB) – Chile and Grand Valley State University (GVSU) – USA. This initiative was developed within the framework of an international cooperation agreement between the Universidad del Bío-Bío (UBB) and Grand Valley State University (GVSU). The objective of this initiative was to generate cultural exchange to promote motivation in learning English as a foreign language by using thematic analysis (Braun & Clarke, 2006). The first activity consisted of recording a video individual presentation by each participant, which lasted two minutes and was recorded in the mother tongue using the Flipgrid app to allow participants and teachers to have an approach before the first virtual meeting of the synchronous class. In the first synchronous meeting, the purpose of the virtual exchange was announced, in this session the students and teachers met and talked about their experiences in the foreign language. The following sessions of this initiative consisted of a group work in which Chilean and North American students talked orally about the different topics listed in the course. Groups were randomly created with a maximum of 4 members each. It should be noted that every ten minutes they were mixed again to form new groups and thus generate greater interactions between the participants. At the same time, teachers had the option of visiting the virtual classrooms of each group and monitoring the activities. Results obtained from surveys reveal that students from both institutions positively valued this experience, highlighting aspects related to motivation towards learning a foreign language since they were able to interact and be exposed to an authentic input in both languages as well as learning cultural aspects of both countries.

Family Language Policies: Thinking Syncretically about their Language Resources

Rong Zhang, Trish Morita-Mullaney, and Anne Garcia

Purdue University

The purpose of this multi-site case study is to examine the literacy syncretism emergent bilingual families use to inform their family language policies. Syncretic literacy or literacies among families is described as dynamic, involving complex networks network between home, school and communities (Long, Volk, Baines, & Tisdale, 2013), and thus there is a melding of the various semiotic resources to construct meaning for varied social purposes (Gregory, 2013). Through this process families draw from a particular logic, informing their decisions about their language and literacy practices across home and community, informing a family language policy (Curdt-Christiansen, 2009; King & Wright Fogle, 2013; Surrain, 2018). We ask this research question: How do emergent bilingual families meld their languages and varied resources to shape their family language policies?

Our study is drawn from scholarship on literacy syncretism and how this shapes family language policies. Within home and community contexts, literacy practices are “syncretic,” or involve the melding of distinct systems, because families simultaneously navigate life across varied worlds (Gregory, 2013; Long et al., 2013; Souto-Manning, 2012; Volk & de Acosta, 2003). Families experience different linguistic and cultural systems across their home, community and schools, referenced as simultaneous membership (Gregory, 2013). Thus, individuals draw on ways of knowing with varied tools and audiences across different contexts.

Three main findings are drawn from 24 emergent bilingual families. First, families employ maintenance language strategies during meals and the 'kitchen table' is a sacred space of language preservation. Second, families resist the English-monolingual focus of schools, advocating for bilingual personnel and programming. Lastly, families adopt technologies to maintain transnational connections with extended family, fostering kinship across generations and geography. As a result of this study, our preparation of pre- and in-service teachers incorporates a family study, so the agency of emergent bilingual families is recognized. (299 words).

“Child, can you please read me the Dua for sleeping?” Exploring Faith Literacy in the Lives of Afghan Refugee Children and Families in Pakistan

Assadullah Sadiq

California State University, Channel Islands

This qualitative study focuses on the role of faith in the lives of Afghan refugee children and their families living in Pakistan. It particularly highlights the role faith literacy played in the reading and writing practices that the children and their families engaged in. Data consisted of interviews with the children, their parents/guardians, as well as their teachers. Data also included written observations gathered from weekly visits to the children's school and home and in the community. The study was carried out between January 2018 to May 2018. This study uses the sociocultural theory wherein culture plays a pivotal role in learning. Therefore, learning is shaped by historical, cultural and social contexts. The findings demonstrated that faith played a meaningful role in the lives of these children as they engaged in practicing the *Separah* (Quran primer), reading the Quran, or practicing religious supplications. In addition, prominently, reading occurred in relation to their faith. The result of this study highlights the important role both religion and religious texts play in families' literacy practices.

“We belong here. We don't have to conform to whiteness”: Asian and Asian American Language Teachers and Scholars Reflect on Racialized Experiences

Minh Nghia Nguyen

University of Massachusetts Boston

Research has documented racial marginalization facing language teachers and educators of color (e.g., Ashlee & Quaye, 2021; Fallas-Escobar & Pentón Herrera, 2022). However, there is still limited work about and for Asian and Asian American language teachers. Thus, in this research, we, a Vietnamese ESL literacy teacher (Minh) and a Filipina American researcher in education (Chris) utilized duoethnography (Sawyer & Norris, 2012), to unpack our lived experiences as racialized teachers of color in transnational contexts. We attempt to propose a performative dialogical approach to bridge duoethnography into language teacher education. We argue that duoethnographic engagement between teachers, educators, and researchers creates a critical and supportive collaboration to undo binaries such as native speaker vs. non- native speaker and expert vs. novice. Guided by previous duoethnographic work (e.g., Dobbs & Leider, 2021), we engaged in dialogic analysis through storytelling and recursive reflection where we shared reflective journal entries that documented our lived experiences of racialized beings in different educational contexts. We audio recorded our biweekly discussions of the vignettes in the journals. In our joint reflective practice, we examined the complex nexus of our racialized experience through a theoretical lens of historicity (Bakhtin, 1982; Blommaert, 2005). Additionally, from an AsianCrit perspective (Iftikar & Museus, 2018), we scrutinized the similarities and differences of our stories in light of Asianization in transnational contexts. We discussed how our experiential knowledge has served us to challenge the dominant white Eurocentric epistemology and lead to self-empowerment and transformation. Our ongoing inquiries and recursive

examination of counter-narratives demonstrate the praxis of critical and reflective collaboration in which 2 teachers are acknowledged as political and historical beings (Freire, 2000). Findings from this duoethnography provide insights into how language teachers of color can become their own site of excavation to critically examine, navigate and work against white supremacy in teaching.

Creating a Strong Foundation in Literacy Education: Developing Teacher Educators' Knowledge, Skills, and Attitudes in four African Countries

Adrienne Barnes-Story

Florida State University

Pre-service teacher education in many African nations faces challenges in producing high-quality teachers capable of teaching basic literacy skills to young learners. The current situation in many Teacher Training Colleges (TTCs) is that the curricula being used are not aligned with current, evidence-based practices for participatory teaching and learning. The pre-service teacher education sector has, for the most part, been left out of education projects primarily focused on training in-service teachers. This has serious consequences for teacher preparation and sustainability of interventions.

Teacher education has become disconnected from in-service realities. The legacies of instructional approaches (whole-word teaching and focusing on theory) are sustained by many current TTC instructors, as many have not received training on how to teach literacy concepts to pre-service student teachers. Large-scale interventions aimed at improving the quality of TTC instructor knowledge and pedagogy are rare. It is imperative that instructors receive high-quality professional development opportunities so that they continue their own learning and can contribute to their institutions.

Florida State University supports teacher educators across many contexts to increase their knowledge, skills, and attitudes (KSA) related to the teaching of literacy skills in their training programs. In this presentation, we share effective intervention strategies used, KSA data collected in four African countries, and our way forward with two countries (Rwanda/Malawi). Emphasis is placed on the process and impact of designing professional development for the local context.

Leveling up Pre-service Teacher Education in Zambia: Processes and Preliminary Findings in Curriculum Development

Rachel Keune Mincey

Florida State University

Despite efforts of improvement, Zambia, a multilingual sub-Saharan African nation, has struggled to improve literacy outcomes nationwide. Interventions directed at school and policy levels, though necessary and worthy endeavors, have proven inadequate. The educational complexities prevalent in Zambia require complementary solutions at larger scales, including targeting issues of teacher quality where it begins—pre-service teacher programs. Not only do teacher educators need capacity building in their knowledge, skills, and attitudes for teaching literacy, but they also need curricula materials that are contextually relevant, evidence-based, and explicitly connect theory to practice.

In 2021, USAID funded Transforming Teacher Education Zambia, a partnership between our organization, Florida State University's Learning Systems Institute, School-to-School International, and the University of Zambia. We have aimed to strategically target pre-service teacher education programs. This includes, among other capacity-building activities, the development, piloting, and revision of course modules as well as the training of all teacher educators in the 11 colleges and universities using these materials.

In this presentation, we share the processes we have used to develop six course modules (three language and three literacy) in collaboration with our partners and local stakeholders and provide some preliminary qualitative findings regarding teacher educators' perceptions of the first two piloted modules. We will also share details about how we have trained teacher educators on two of the modules and any next steps we have to encourage the sustainability of our intervention.

Early Exposure to the Marginal: Introducing Language Students to Sociolinguistic Concepts

Laura Demsey

University of North Carolina at Chapel Hill

Second-language learners at the university level are very often not exposed to language variation—in terms of register/formality, regionalisms, marginalized language varieties, etc.—until they are in upper-level courses. Instructors often wait to talk about these concepts in order to avoid confusing their students with too many competing forms.

However, there are two main problems with this approach. First, most students never make it to those upper-level courses, many of which focus on non-linguistic content, such as literature and history, and may not afford time to delve into linguistic variation. Second, omitting discussion of variation and more marginal linguistic phenomena can lead students to a narrow and prescriptivist view of the language, which suggests that there is only one right way to say things. It is much more accurate and helpful to show students the wide range of possible styles, forms, and structures they may encounter in the real world.

In my elementary- and intermediate-level French language classrooms, I have implemented sociolinguistic lesson modules that introduce concepts such as register, regional variation, types of slang, and grammatical variation, such as the variety of different structures to ask a question. In these lessons, I also ask students to think about examples of these phenomena in English so that they can relate it to what they already know from their own lived experiences.

In this presentation, I will discuss the benefits of exposing language learners to this type of variation as early as the first or second semester in a language sequence, inviting audience members to share some of their thoughts as well. I will also demonstrate a modified and abridged version of an interactive lesson I have done with second-semester French classes. This lesson will be done entirely in English, so that it is accessible to all participants.

Media Picard and Ideologies of Languaged-ness in *Bienvenue chez les Ch'tis*

Clara Miller-Broomfield

Indiana University

Media portrayals of minoritized languages can either reinforce or challenge existing power dynamics and their associated language ideologies. In France, the most famous such portrayal is that of the Picard language in the popular 2008 comedy film *Bienvenue chez les Ch'tis* (English: *Welcome to the Sticks*). Picard is a Gallo-Romance language closely related to French and spoken in the Hauts-de-France region near the border with Belgium. Despite its approximately 500,000 speakers (Auger, 2003) and rich literary tradition, it is portrayed in *Bienvenue chez les Ch'tis* not as a language but as a strange, funny-sounding dialect of French spoken by unsophisticated “country bumpkins”.

In this paper, I analyze three key scenes from the film as representative of the Media Picard register, which was created for *Bienvenue chez les Ch'tis* and has become salient in French popular culture due to the film's massive commercial success. Media Picard can be likened to Hill's (1998) Mock Spanish

and to Meek's (2006) Hollywood Injun English, as all three present minoritized varieties in ways that are humorous, non-threatening and accessible to the majority public. Indeed, Media Picard is more akin to a caricatured, Picard-accented French than it is to the actual Picard language. This paper describes the linguistic features of Media Picard and examines how they are used in *Bienvenue chez les Ch'tis* to index traits stereotypically associated with Picard speakers. By significantly downplaying Picard's 'language-ness' (Handman, 2013), the film reinforces longstanding power structures and ideologies that paint Picard as little more than "bad French". I end the paper by discussing the implications of this portrayal for Picard revitalization and education in France, drawing on Reid et al.'s (2004) social identity model of media usage and effects, and on Abrams et al.'s (2003) work on media images and ethnolinguistic vitality.

Investigating the Relationship between Korean Parental Expectations and their Bilingual Children's Perceived Language Proficiency

Weejeong Jeong
Indiana University

Parental beliefs and attitudes toward their children's bilingual education are known to influence children's language use (De Houwer, 1999). This study aims to investigate how parents' expectations and belief patterns are associated with their children's perceived language proficiency. An explanatory sequential mixed method was used to answer the research questions: 1) To what extent do bilingual children and parents agree with each other in their perceived assessment of different aspects of English and Korean proficiency, 2) How do parents' attitude, behavior and belief patterns influence the relationship between parents' expectation of their children's bilingual education and their children's Korean and English proficiency? The results of Spearman's rho correlation indicated that as for English proficiency, speaking ($\rho = .55$) and reading ($\rho = .50$) are positively moderately correlated, while listening ($\rho = .09$) and writing ($\rho = .21$) are weakly correlated between children's self-evaluations of their English proficiency and parents' perceived evaluations of their children's English proficiency. With regards to Korean proficiency, listening ($\rho = .51$), reading ($\rho = .58$), speaking ($\rho = .47$) and writing ($\rho = .60$) are all positively moderately associated. Further investigation showed that most parents believed that their children should be able to converse in their heritage language (Korean) so that they feel connected to family members not only living in the U.S. but living in Korea. Plus, parents support their children for learning and acquiring both English and Korean using various resources and heritage community activities, and such efforts seem to be related to their children's high English proficiency and relatively high Korean proficiency. This study sheds light on the role of parental support for bilingual development of heritage language learners.

Intercultural Competence in Pre-service Teachers: Cultivating Openness, Curiosity, and Empathy Toward ELLs

Virak Chan and Woongsik Choi
Purdue University

In response to the surge of English Language Learners (ELLs) in K-12 settings in the U.S., teacher education programs should be heightened in preparing pre-service teachers to better teach and work with students from different linguistic, cultural, ethnic, and/or racial backgrounds. In this regard, the development of intercultural competence might be an integral part of teacher education. In our research project, three intercultural competence activities (Being a Korea/Napoli Language Learner, Six Differences, and Addressing Microaggressions) were integrated into a foundational course in a teacher education program at a major University in the Midwestern U.S. to prepare them to work with

future ELLs. It examined the changes in intercultural competence and knowledge of pre-service teachers, particularly in the area of openness, curiosity, and empathy toward ELLs. The overarching research questions are (1) How do the activities inform and transform the intercultural competence of the pre-service teachers, particularly in the areas of openness, curiosity, and empathy? (2) How do the activities inform and transform the work of the pre-service teachers with their English language learning students? Data were collected from 49 pre-service teachers by conducting the attitudes, skills & knowledge short scale (A.S.K.S2) survey and follow-up interviews. The pre-and post-survey results and interview responses were analyzed to explore the relationship between the experience of participating in three intercultural activities and the change in openness, curiosity, and empathy. The result has revealed that the pre-service teachers' level of intercultural competence was increased, leading to a positive impact on their views of and practices with ELLs.

Diversity, Equity, Inclusion: Raising Awareness and Confronting Realities **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 predominately white, conservative state made advances into the study of Diversity, Equity, and Inclusion (DEI) issues in a course that involved reading, writing, and discussion for transfer and non-traditional students. The challenge was to address diversity in such a way so as to invite students to participate in the conversation, rather than view the course as just another requirement. After a one-semester pilot course, 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 post-surveys indicated that students gained important understandings about their place in community and the interdependence of humanity. By sharing the challenges and successes of this DEI 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 presentation will identify research questions, methodology, and findings, along with a summary of pivotal course texts that were transformative.

"Am I Learning a Language or Adopting an Ideology?": A Qualitative Study of Global Studies Subject at a Cambodian university

Vikrant Chap

Purdue University

Globalization's neoliberal tide situates English as a dominant language. In the recovery from the genocide and civil war, Cambodia has adopted English as the language to drive its economy. The establishment of the United Nations Transitional Authority in Cambodia (UNTAC) in 1991 played a critical role in this shift. However, the adoption of the English language is more than just a language change. It also entails an ideology shift because instructional materials rarely contain elements of the local culture. To explore this phenomenon in-depth, this presentation reports a qualitative study on the

Bachelor of Education in Teaching English as a Foreign Language (B.Ed. in TEFL) at one university. The subject of Global Studies was a replacement for Cultural Studies whose original aim was to facilitate cross-linguistic transfer between Khmer (Cambodia's official language) and English. The new subject aims at equipping students with a more global outlook by highlighting global themes including development issues, culture and society, social studies, and the Association of Southeast Asian Nations. With this replacement, the critical questions arise: What is the status of local culture/language in this subject? How do social actors address the differences between instructional materials and local cultural capital? To answer these questions, data were drawn from interviews with the management team, course instructors, and students. The first two groups participated in one-on-one semi-structured interviews, and the students were separated into focus groups. The findings suggest the incongruence of their perceptions regarding the values of global studies and local culture/language, revealing a lack of alignment within the curriculum. Their fleeting definitions of local culture/language and its relevance within and beyond classrooms were also analyzed to examine views of culture/language, cultural-global knowledge, and the global-local divide. The session advocates for a critical understanding of the social and cultural impacts of language policies and curricular design on local cultural capital.

Centering Student Voices: Art as an Anchor of Community and Hope

Tara Warmerdam and Maria Lemus

Indiana University

Students have the ability to harness the power of art and a variety of literacies to navigate the world and process their lived experiences. In recognizing and valuing multiple literacies and experiences, it is possible to listen to student voices and discover the human connections they build through their shared literacy experiences. Expanding our understanding of literacies by drawing on multimodal practices (Kress, 2010; Jewitt, 2008) and multiliteracies creates the possibilities for designing social futures (New London Group, 1996) and enables adolescents to develop individual agency and potential as creators of meaningful artwork, while also supporting civic engagement, transformation, and dynamic literacy experiences. Listening to youth voices reveals the power, the possibility, and the hopeful change that speaks to all of us. By highlighting one high school arts-based academy, we examine the role multimodalities can play in helping students find their voices and engage in rich literacy experiences. In examining student-created songs, poetry, and videos, we can see how digital spaces recenter and disrupt traditional modes of sharing and allow for youth voices to be heard through innovative public spaces. Recognizing student artwork as "sites of engagement" (Vasudevan & DeJaynes, 2013) entails a methodological approach that prioritizes and values student artwork. This study utilizes mediated discourse theory (Scollon and Scollon, 2001; Wohlwend, 2020) in the analysis of student-created visual media. The process of analyzing student videos reveals multiple layers of the students' engagement, processing and intentions. This analysis shows a deep level of interaction for all participants with a focus on transaction, transformation, various perspectives, and personal beliefs. This study contributes to our understanding of adolescents' voices and civic engagement (Mirra and Garcia, 2020). In this work, we observe how art opens up new possibilities for adolescents to build community, cultivate empathy, and find a way forward.

Preparing Educators to Engage with Afghan Families

Andrea Hellman

Missouri State University

Working with two National Professional Development grants, we have developed a general blueprint to prepare educators for the arrival of a new group of multilingual learners. One component of this multistep plan is to identify special challenges for the new population. We unpack these special challenges of engaging new-arrival Afghan families in the education of their children.

We have gathered resources designed for educators to support Afghan students (e.g., Baja et al., 2022; Creative Associates International, 2021; OELA, 2022; OESE, 2022; Saydee & Saydee, 2021; Stitt, Taeb, & Bruce-Miguel, 2021; Switchboard, 2021) and sought review and feedback from a cultural informant who had connections to recently arrived Afghan families. With the help of the cultural informant, we wrote critical incident scenarios to capture issues conveyed by Afghan caregivers and those observed by home visitors. These critical incident scenarios highlight sensitive topics that can go unrevealed while delaying or impeding children's access to education. The purpose of these critical incident scenarios is to help educators focus on problem-solving with families pro-actively in a culturally responsive way.

We share our critical review of existing resources for literacy development in students' home languages as well as new materials we have collected or produced for parent education and literacy learning in Dari and Pashto. Our aim is to enable Afghan families to grow literacy in their home languages using free materials. We welcome educators to test these resources by applying for a demonstration grant from our Show Me Multiliteracy project. The purpose of the session is to network with teacher educators and teachers who serve Afghan families and invite future collaboration around this topic.

The Impact of Sociocultural Instructional Coaching on General Education and Bilingual Teachers' Beliefs and Practices

Jennifer Renn, Woongsik Choi, and Wayne Wright

Purdue University

In response to federal accountability requirements, many U.S. schools have moved toward hiring dedicated coaches to support teachers (National Center for Education Statistics, 2019). While most instructional coaching addresses "short-term" goals like curricular fidelity and increasing student test scores, critical sociocultural instructional coaching (Teemant et al., 2014), in contrast, focuses on empowerment and change over time (Sherman & Teemant, 2020). This multi-site case study explores how sociocultural instructional coaching coupled with targeted coursework may help bilingual (n=7) and general education (n=5) elementary teachers work within and through perceived institutional barriers to improve their instruction for emergent bilinguals (EBs).

This study is situated in Indiana, a recent immigrant gateway state with less developed infrastructures to support Ebs (Hilburn, 2014). Participants were K-3 teachers from school districts with substantial proportions of Ebs. Over the course of 12-18 months, participants received critical sociocultural instructional coaching while in an online graduate-level ELL licensure program. Bilingual teachers also completed an online graduate certificate program in dual language bilingual education. An experienced external coach conducted 4-6 classroom observations and coaching sessions with the teachers during the program and met with them in a follow-up interview one-year post-program. Using the Vygotsky Space theoretical framework (Vygotsky, 1997; Gallucci et al., 2010), we transcribed and analyzed audio recordings of the coaching sessions, along with coach's observation scores and notes to examine how teachers moved through the stages of appropriation, transformation, publication, and

conventionalization during and after participating in the program. Results show that teachers exhibited meaningful shifts in beliefs and teaching practices during their coaching experience, but that sharing and conventionalizing those changes were more long-term processes. We also identified two additional phases in the Vygotsky Space cycle: pre-publication, where teachers expressed plans to share new ideas, and scale, where teachers began to reach others beyond their initial context.

Afghan Women Higher Education in Afghanistan between (2001-2021)

Nahid Sharifi

Indiana University

Afghan women's higher education in Afghanistan has witnessed several ups and downs throughout the history of Afghanistan. Afghan women suffered the most in the part of education and they were faced with some challenges such as early forced marriage, corruption, war and insecurity, family role and cultural norms, sexual harassment, and gender stereotype in pursuing their higher education. These challenges and barriers cause Afghan women may not be empowered to participate in social, political, educational, and economic opportunities in the process of rebuilding Afghanistan. The focus of this qualitative phenomenological study by reviewing the literature of some national and international documents and articles is to explore the lived experience of 9 Afghan women who are lecturers and students at Kabul Teacher Training College and enrolled in higher education at Kabul institutions. From 2001 to 2021 some changes came to the educational situation of Afghan women, but they haven't been permanent because the three-decade civil war and conflict in Afghanistan made the situation worse for female learners. The purpose of this study is to explore the major challenges and obstacles that hamper females' education and how educated Afghan women can improve their status, the life of their families, and the economy of their country.

Moreover, to explore the perceptions of Afghan women about higher education. Data were collected through in-depth- interviews, open-ended questionnaires, and demographic questionnaires. The demographic questionnaire and open-ended questionnaire are done through one-on-one and face-to-face interviews with participants. For this study thematic analysis is used for analyzing interviews and questionnaire data. Finding this study explored that Afghan women by overcoming the barriers and challenges can obtain some opportunities and these opportunities will capable them to improve their lives and be empowered to assist in the reconstruction of Afghanistan.

Towards a Theory of Voice for Language Education in Times of Forced Migration

Katharina Brizic

Humboldt University Berlin & University of Freiburg

Forced migration from the Middle East to Europe is at a new high, with many migrants coming from population groups with histories of educational and linguistic marginalization. In the example of Kurdish speakers, I will outline three consequences characteristic of many marginalized groups worldwide: First, a disadvantaged sociolinguistic position requires learning all languages higher up in the social ladder, which renders the Kurdish population exceptionally multilingual. Second, educational deprivation has caused a high level of illiteracy, but also artful oral literacies, specifically among Kurdish women. And third, illiterate mothers often articulate particularly high aspirations for their daughters' education. In Europe, school language teachers are struggling with the task of successfully teaching these families' children. A recent survey documented that both the families' exceptional multilingualism and their oral literacies remain invisible in school. What the teachers most often refer to, by contrast, is not language nor literacy but voice: particularly mothers and girls are perceived as having "disturbingly

loud voices', thereby expressing far too high aspirations without having any chance in education. This contributes to an already high level of inequality in European education systems (e.g., OECD 2019). Based on multilingual data, intersectional perspectives (on languages, literacies, and gender) and interdisciplinarity (cf. Wortham & Reyes 2021), I will develop a framework for teacher education and practice that helps expanding the focus from physical voice to sociolinguistic Voice, the latter defined as the way in which people manage to make themselves understood or fail to do so (cf. Blommaert 2005: 4; Hymes 1996: 64). The language classroom is seen as a contact zone where conflicting sociolinguistic Voices can translate into physical voices being "heard" by the informed "ear of a teacher. The aim is a multilingual, oral-literacy-based approach to educational justice in times of forced migration.

Youth Activism and Social Justice Artwork in Public Spaces

Tara Warmerdam

Indiana University

This study focuses on social justice and youth activism in classroom and public spaces. Embracing the concepts of voice and visual storytelling, students in a high-school art academy created visual artifacts centered on human trafficking. Students created life-size silhouettes of various people involved in trafficking and displayed them in public spaces within their community. These interactions highlight agency and engagement as critical, reflective citizens. As this study focuses on how students engage in youth activism and explore social justice topics, the theoretical framework undergirding this research includes multiliteracies (New London Group, 1996; Cope and Kalantzis, 2009), multimodal theories (Kress, 2010; Jewitt, 2008), and public pedagogies (Biesta, 2011, 2014; Duncum, 2011). Valuing modes and spaces for learning creates possibilities for a variety of literacy experiences, including possibilities for social change and transformation. This research contributes to understandings of youth activism in the classroom and public spaces. Through the artifacts as well as the discourses and cultural understandings surrounding human trafficking, we can examine the complexities of creating and interacting with art in public spaces. Data includes student artwork, including photographs and videos, classroom observations, public art exhibit media, and student and teacher interviews. Data analysis shows a deep level of interaction for all participants with a focus on meaningful transactions, the concept of transformation, engaging with various perspectives, and personal beliefs as a driving force in the creation of artwork. Findings include mobilization of silenced narratives, disruption of communal spaces through multimodal enactments, and heightened critical consciousness for various participants. Examining interactions with multimodal artwork in classroom and public settings adds discussions about the myriad of ways that students engage with social justice ideas. This work values the voices of youth and their literary practices within community spaces, recognizing their agency and potential as change-makers.

Synthesizing Teaching and Learning Around Islamic Contexts of the World with Contemporary Examples

Derya Dogan

Indiana University

Broadly speaking, Islamic education refers to a way of teaching and learning that has been shaped by values and core concepts of the Islamic faith. It consists of studies in Islamic jurisprudence, Arabic, and Islamic theology combined with natural and social sciences through an Islamic way of understanding them with the concept of “Tawheed” (oneness of God) at its core. Over time, concerns about such learning and teaching have also been taken over by anxiety to adjust to the needs of our contemporary era while trying to maintain an “Islamic-ness” within it despite the introduction of a secular public education system. Currently, many Islamic schooling practices refer to states providing some sort of a structure for learning and teaching, whether public or private, through shared curricula, published books, and trained staff who are compatible. The vagueness in defining “compatibility” and national priorities creates great distinctions in the formation of those schools. Furthermore, to what extent states or/and parents have control over young Muslims in such an education varies from nation to nation. In order to explore that, I will apply a thematic content analysis of research already completed in nations from Europe, North America, Africa, and Asia in their own unique contexts to identify shared patterns as well as their dissimilarities. I ask “What contextualizes education through the incorporation of Islamic ways of learning and teaching across nations in the 21st century?” as my main question. To help answer this, I use the following sub-questions: “What are the common structures that exist at Islamic schools across the world? What informs their differences when an “Islamic-ness” is integrated into education? What is the impact of national concerns in such an integration?” While it is research in progress, I have so far found that it is not possible to talk about one way of Islamic education in contemporary times and therefore a notion of its multiplicity must be addressed.

Creating Community-Based Methodologies for the Recovering and Teaching of Indigenous Languages in Chile: The Case of Chedungun

Elizabeth Quintrileo

Universidad del Bío-Bío – Chile

Chedungun is the language spoken by the Pewenche indigenous group that lives in the Andean valleys of south-central Chile and adjacent Argentina. Although their native language, Chedungun, has been recognized as a dialect of Mapudungun, some of its features remain understudied and its degree of endangerment is underdetermined. A relevant fact about the Pewenche is that they constitute the only indigenous group within the Araucanian sphere that has been said to have an independent origin. Henríquez (2014) suggests that Pewenche people still have a strong cultural identity that let them continue using their language as a means of communication looking for self-determination. In this context of self-determination, they have been proposing, creating, and trying to validate their own teaching methodologies for their language teaching and transmission. These indigenous methodologies are designed considering narrative and community-based research (Tuhivai, 2021; Chilisa, 2020) which aims to uncover the Pewenche principles and cultural values that guide the methodologies for Chedungun language teaching at primary and secondary schools.

Preliminary results confirm that teaching indigenous languages is not the same as teaching dominant languages. As stated by Rose (2016); Stucki, (2012) and Redwing (2007) teaching indigenous languages involves a spiritual element which is not present in most of the dominant languages. Therefore, these results suggest that dominant languages teaching methods would not become models for Chedungun

language and transmission, but a community-based pedagogy is necessary for language and culture recovering.

Creating a Multilingual, Transnational Digital Hub for Creators of Literacy Materials for Pre K-12 Readers in Underserved Minority Languages

Beth Samuelson
Clexy Fernandez
Dorcas Miao
Lydia Evanson
Yunwei Chen
Kathy Kim
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We will present a concept paper outlining our plan to develop a multilingual, transnational digital hub for creators of literacy materials for K-12 readers in underserved minority languages. In many languages, students lack extensive materials for reading in both print and digital formats (Stranger-Johannessen, Doherty, & Norton, 2018). These shortages will not be alleviated through traditional publishing formats, due to limitations of economies of scale for language groups with small numbers of speakers. Education plays a fundamental role in preparing local populations to adapt to environmental changes and disruptions. Children who are not able to read well in their home languages face obstacles to participation in a changing global and glocal economy that presents new opportunities for innovation and adaptation. Literacy is a critical factor in the achievement of Sustainable Development Goals (Hanemann, 2019) and literacy in local languages is especially important for sustainable development (Trudell, 2009). The mission of the hub will be to recruit, support, develop, and encourage existing and new multilingual creators to volunteer their talents to help write, illustrate and translate stories for the existing digital story collections such as the African Storybook and the Global Digital Library that specialize in serving minority languages.

We will explore the roles of multilingual and transnational connections in developing a community of practice for creators to build equitable access to extensive reading materials for K-12 learners in minority languages. This paper highlights the planning process: designing the digital hub, developing an evaluation plan, developing a data collection and analysis plan for understanding how a multilingual, transnational digital platform can propel the creation of high-quality digital storybooks for linguistically diverse students, and applying for grant funding.

Teaching *Chedungun* and English as Foreign Language in Alto Biobio Community

Elizabeth Quintrileo
Universidad del Bío-Bío – Chile

Alto Biobío is an Indigenous community located in a sector of the Andean Mountains in Chile, and their native language is called *Chedungun*.

According to Henríquez (2014), although *Chedungun* is highly functional in the different intra-community spaces among adult members who are fluent speakers of the language, and also *Chedungun*-Spanish (official language of Chile) bilinguals, its use decreases considerably in communicative relationships among members of younger generations.

Despite efforts by *Pewenche* teachers to support their native language, *Chedungun* remains threatened; as a result, researchers predict that this language will be completely replaced by Spanish (Vergara et al.

2013).

One of the causes provoking the endangerment of the *Chedungun* language is directly related to the history of the Chilean Education system when children were forbidden to speak their native language (Painequeo and Quintrileo 2015). According to Weber- Pillwax (2001), it should be remembered that Indigenous people who lost their language had it taken away from them by force and at the same time were denied the opportunity to learn a second language. This is precisely the educational reality for children in Alto Biobío where students, unlike the other schools in the country, have been denied the opportunity to learn English as Foreign Language. Grey and Piller (2020) argue that compulsory English has benefited elites while disadvantaging everyone else, perpetuating new forms of educational and socio-economic class inequalities. The learning of a global language should not only benefit the elites but all students including Indigenous students in Indigenous communities.

Therefore, to contribute to *Chedungun* language revitalization and teaching, this study proposes the teaching of this indigenous language together with English. This study focuses attention on the impacts of *Chedungun*-English lessons considering a collaborative ethnography (Budach 2020) and indigenous research approaches (Tuhiwai 2021; Chilisa 2020).

Consequently, the ultimate purpose of this study is to strengthen intercultural and bilingual education in rural schools and evaluate the effects of a bilingual English/ *Chedungun* module on Pewenche children's English and *Chedungun* language learning and revitalization.

Transformative, Translingual and Transmodal: Creating New Literacies through a Translanguaging Media Lab

Tasha Darbes

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Community Response / La Comunidad Responde blended participatory research methodologies, oral history, and digital storytelling to further understand the lived experiences of Latinx, immigrant youth during the COVID pandemic. This project developed ways of making media literacy classrooms more participatory, creating an educational space of multimedia production and community-based research that leveraged the multilingual practices and experiences of the students. In this paper, I will highlight important features of this model, in particular how embedding bilingualism through the use of translanguaging practices allowed for critical media literacy spaces to be more truly participatory and empowering. Working with newly arrived bilingual youth meant that translanguaging— “an approach to language pedagogy that affirms and leverages students’ diverse and dynamic language practices” (Vogel and García 1)— emerged as a key organizing principle in creating a more participatory and just media literacy experience.

A close reading of the texts produced by the student participants reveals complex ways that they were able to combine various modalities and languages – not just English and Spanish, but also audio and visual. Their products included identity mapping, audioscapes, gifs, oral histories, and photojournalism. This paper will explore how translanguaging occurred not just between their spoken languages, but also between digital literacies and audiovisual modalities. This created a rich contact zone that allowed for a deeper examination of their lived experiences during COVID than would have occurred in an English-only, written-text-only environment. This paper will detail how these practices can disrupt and transform literacy practices by expanding the conceptions of multi, translingual and digital literacies.

Gains and Losses: The Cultural Representations in the Chinese Language Textbooks in the United States

Junling Zhu

University of Massachusetts Amherst

Recent literature on textbooks has begun to examine their ideological intentions and outcomes (e.g., Gray, 2010; Curdt-Christiansen & Weninger, 2015). However, the examinations of textbooks from a critical sociocultural perspective are still relatively scant. Drawing on a sociocultural framework grounded in a critical social semiotic theory of language, development, and social change (e.g., Halliday, Vygotsky, Foucault), this study investigates the ideological and pedagogical dimensions of cultural representation in a leading Chinese language textbook series used in the United States: Integrated Chinese (IC) 4th Edition. Specifically, it examines how the cultural representation and ideologies constructed in IC could shape learners' perceptions of Chinese culture and their cultural reflexivity.

Employing Content Analysis and Critical Discourse Analysis, this study collects and analyzes the texts in the 40 Cultural Literacy sections in IC 3 and IC 4.

The findings indicate that IC aims to produce "native-like" learners capable of culturally appropriate behaviors instead of cultivating learners' cultural reflexivity and critical thinking by introducing social cultural practices and artifacts neutrally. Additionally, IC employs stylish multimodal texts to represent a modern and open Chinese culture through selective universal topics, including gender equality, environmental protection, wealth investing, and multiculturalism, to appeal to the Western youth. IC lacks the representation of fundamental ideological differences between the Chinese and Western cultures, such as collectivism versus individualism and socialism versus capitalism. IC's representation can create an ideal universal world, depriving learners of a deeper understanding of Chinese culture rooted in Confucianism and their development of intercultural awareness and reflexive thinking (Kumaravadivelu, 2008; Byram, 2008, 2011).

This study raises the awareness of the value of critical perspectives of language teaching and learning, suggesting more critical sociocultural oriented representation in Chinese language textbooks to promote teaching and learning Chinese as a world language in the context of globalization.

Intercultural Communicative Competence (ICC) Development: Perceptions of College Students from a 400-Level Elective Chinese Language Course

Geoffrey Hoffman

Indiana University

Along with the inclusion of intercultural communicative competence (ICC) into the American Council on the Teaching of Foreign Languages (ACTFL) World Readiness standards, there has been recent interest in the field of Chinese foreign language teaching towards integrating ICC into the course curriculum. However, many Chinese teachers still display a limited view of culture in their pedagogy and may not have enough information on how students perceive their individual development of ICC; examining perceptions of how students develop ICC helps instructors improve their implementation of ICC into the curriculum.

This multiple case study of five students in a 400-level elective Chinese language course used Byram's (1997) model of intercultural communicative competence to explore how students perceive their individual development of ICC, as well as personal and pedagogical factors that contribute to those perceptions. Data collection sources included three participant reflective journals, examination of two assigned reflective essays, weekly classroom observations over a semester, one focus group, and three

individual interviews.

The findings indicated that the participants perceived that their individual development of ICC comes from sources primarily outside of the Chinese language classroom. Chinese language teachers tend to focus on culturally appropriate, effective communication but do not provide opportunities for students to reflect on their own language and culture and compare with the target; these skills are essential for teachers moving goals from a native speaker ideal (emphasis on imitating native speakers' language and behavior) to intercultural speakers (focus is on mediating between cultures with a multicultural view). While most participants showed positive attitudes towards ICC, their development of the discovery and interaction savoir is being limited by their perceived low level of Mandarin and introverted personalities. Practical applications for how Chinese language teachers and stakeholders might implement the shift to ICC into their curriculum and goals conclude the study.

Inviting Teacher Candidates to Explore Power Structures in Education: Development of a Critical Reflective Practice Rubric to Counter the Inequities in Literacy Lesson Planning

Lawrence Ruich

IUPUC

This paper responds to programmatic concerns, stakeholder feedback, local schools, and university-wide initiatives to develop a critical reflective practice rubric (CRP) to assess teacher candidates' inclusionary practices. The rubric cultivates a mindset to contest situated (white normative) domination that perpetuates social injustices. Five teacher candidates utilized a prototype to examine their own literacy instruction practices as a means to shift from focusing solely on learner outcomes to an emphasis on critical reflective practice. The design, development, and implementation of this rubric challenge systemic inequities placed upon marginalized groups, thereby questioning the authority of what is being taught in existing school settings. This critical reflective practice works toward the vital step to redress conditions that create everyday manifestations of inequity in elementary school classrooms. Candidates implemented a literacy lesson plan guided by the CRP rubric and then received feedback from peers, mentor teachers, and university faculty to identify white normative literacy and linguistic practices in their pedagogical and curricular choices. The quality of academic exchange among teacher candidates, supervising teachers, and course instructors further informed teacher candidate effectiveness to include critical dispositions as a relevant and necessary component of teacher preparation. Preliminary findings uncover that instruction guided by a CRP rubric advances the practice through an iterative analysis that equips candidates to teach literacy in culturally responsive ways. Initial implications indicate a need for teacher education programs to address gaps between equity as theory and its application in practice. This includes the need to facilitate systems of support for teacher candidates and their mentors, as well as examine and discuss deeply held beliefs that counter equitable practices and their influence on teaching and learning.

Reading World through Postmodern Wordless Picturebooks: Promotion of Social Commentary and Visual Literacy

Mengying Xue

Purdue University

Education needs complex examples of how to engage with ambiguity through visual literacy, particularly in this fast-paced, post-truth world (Mihailidis & Viotty, 2017).

Postmodern picturebooks are an untapped genre of texts ripe for this purpose. Although this genre is considered to have revolutionized the rules and boundaries of picturebooks, redefining the way image is used in a more uncertain and ambiguous way to provoke reflection and criticism from readers (Pantaleo & Sipe, 2008), we know less about how visual texts in such books influences on the reading process (Sweet & Snow, 2003) and, more importantly, how it, as a complex text, dispels the myth that visual texts are only appropriate for developing readers (Serafini, 2014) and can be used with a wider range of student populations and facilitate their engagement with social commentary.

In this study, by using multimodal content analysis (Serafini, & Reid, 2019), I examine the characteristics and textual structures of postmodern wordless picturebooks not only from the perspective of art and visual design (i.e., “how something is said”) but also from the perspective of critical literacy (i.e., “what is said;” Albers, 2013, p. 95). This study suggests that postmodern characteristics add to the complexity of texts and invite the reader into texts’ worlds in potent ways. The books provide readers with visual environments for inquiry, participation and relationship as they navigate complexity through the use of imagination as an integral part of their sense-making. In addition, such books are highly sociopolitical in that they involve a highly critical epistemology that resists grand narratives (Lyotard, 1984) and strongly questions the “dominant ideologies” (Butler, 2002, p. 29). These characteristics prompt readers to engage in social commentary and deep dialogicality with and within the text world.

The Implications of Language and Identity Politics and Beliefs in Sudan

Mariya Hassan

University of Toronto

Language politics in Sudan have had a powerful impact on the conceptualization of national identity: the imposition of Arabic as lingua franca, the subsequent adoption of ‘Arab’ identity and the heavy filtration and recategorization of Sudan’s ethnic and linguistic diversity have created an identity crisis in the country since before its independence in 1956. I refer to it as a crisis since the effects of language and identity politics in the country have been devastating- leading to the secession of North and South Sudan as two separate countries in 2011, a civil war in South Sudan in 2013, and ongoing conflict in the Darfur, South Kordofan, Blue Nile and Red Sea states.

Those identity issues, incited by the search for a singular, unifying language in the decade pre-independence (1946-1956), have shaped and continue to shape Sudanese political ideology and realities (Sharkey, 2008). The effects of the ‘identity crisis’ have arguably also played a huge role in the revolution and ongoing protests that have unfolded in Sudan since December 2018 (Seri-Hersch, 2020). As Seri-Hersch (2020) states, in light of the toppling of the almost 30-year regime of President Omar al-Bashir in 2019, the time is now ripe to rethink the “cultural definition of the Sudanese nation” and its linkage to “the distribution of educational, political and economic resources across the country” (p. 798). This paper thus aims to explore the identity crisis through understanding how language politics

influence conceptions of identity and the implications of such. It will focus on the growth of Arabization as a political ideology in Sudan, colonial influence in shaping the modern Sudanese identity, and the long-term consequential effects on the country's linguistic landscape, education, ethnic diversity and social psychology.

Preschool Children's Perspectives on What Writing Is

Shaya Helbig

Laura Teichert

Western Michigan University

This exploratory case study investigated preschool children's understanding of the purpose of writing. Multiple focus group interviews were held with four, four-year-old children in a midwestern US charter school. Currently, curriculum and policy emphasize writing as cognitive skills associated with handwriting and spelling. Emergent writing is defined as code-dependent (Common Core, 2010). References to the message (i.e., purpose) are done so in relation to encoding skills (MAISA, 2016). Socially constructed perspectives of emergent writing focus on the co-construction of meaning and expression through writing (Wells Rowe, 2019). Research from this paradigm has described two-year-old children assigning meaning and articulating what their marks represent (Wells Rowe, 2008).

The following research questions guided the study: How do these children assign purpose to writing? How do these children define writing?

Data sources included focus group transcripts, video recordings, and participants' artifacts. Data was analyzed using open codes to develop themes (Frost, 2011). Findings showed children eagerly engaged in drawing activities but lacked an awareness of the purpose of writing. They described writing as putting their name on a page or something a grown-up does. One child, however, understood the notion of message or purpose when attributed to drawing. She drew a dinosaur "to scare" the researcher. More commonly, children described writing in opposition to another skill.

Writing was "not tracing—" a skill commonly encountered by these children as they completed handwriting worksheets. When shown photographs of people doing different writing or drawing activities, children could identify different objects in the photos, like "house" or "letters," but were unable to identify the house as drawing and the letters as writing.

Although the participants were young and may well develop an awareness of purpose, we wonder if the over-emphasis on measurable, discrete skills marginalizes children's budding awareness to the reasons people write.

Understanding the Similarities and Differences of Dominant Language Ideology in Canada, India, and Bangladesh: A Comparative Policy Analysis

Sudhashree Girmohanta

University of Toronto

Canada is receiving many immigrants who are proficient in both their mother tongue and English through the point-based immigration system from around the world. Ontario is one of the major immigrant-receiving provinces in Canada. Despite having several publicly funded heritage language schools in Ontario where young people can learn the languages as a subject if the minimum enrolment requirement (23 students) is fulfilled, it is still very challenging to help the bilingual newcomers to maintain their mother tongue. Lack of minimum recruitment in heritage language classes is one of the significant problems that school boards in Ontario face. Bangla heritage language schools for example

lack students even in the locality where a high concentration of Bengali-speaking people live. As the heritage languages program in Ontario largely relies on immigrant families' engagement, primarily through sending their children to the after-school language classes, it is essential to understand the dominant language ideology that the transnational families get exposed to. Comparing the overall ideology behind creating the (school) language policy in the home country with the language ideology that came into action while creating the Canadian (school) language policy could help understand the possible problems that the students and their families might face in the new country in maintaining their heritage language. My comparative analysis of the transmission of language policy in general and school language policy in particular for Canada, India, and Bangladesh would be beneficial in comprehending the language ideology that the immigrant families may or may not hold but encounter. Understanding both contexts could help design a suitable approach to help the immigrant families maintain their mother tongue and integrate into the Canadian school system.

Exploring the Teacher's Use of Language Play in an EFL Classroom

So-Yeon Ahn

Korea Advanced Institute of Science and Technology (KAIST)

The present study aims to explore English teachers' appropriation of language play in EFL classrooms. Appreciating the value of incorporating humor into the language classroom, previous studies have noted the pedagogical benefits of humor in language learning, including expanding learners' communicative repertoires, motivating and facilitating L2 learning, and alleviating feelings of language anxiety (e.g., Cekate & Aronsson, 2005; Pomerantz & Bell, 2007). In this regard, research on learners' use of language play has demonstrated that learners' play with language signals their consciousness and sensitivity to linguistic forms as well as the establishment of social relationships (Ahn, 2016; Belz, 2002). Still, relatively little work has paid attention to the ways in which language teachers produce language play and/or make use of learners' language play.

In an effort to further the understanding of the ways language teachers incorporate language play into their teaching, this micro-ethnographic and discourse analytic study investigates how Korean teachers of English react to and engage learners in language play. To this end, we have conducted interviews with seven teachers and recorded 83 English classes for analysis. The findings highlight the nature of English teachers' play with language as closely connected to their underlying beliefs and their communicative repertoire in both languages, English and Korean. Overall, play with language mainly functions as a metacognitive tool in language teaching and learning. However, we also report on teachers' hesitance or ignorance as a reaction to learners' language play as well as the ramification of the teacher's decision on learning. Moreover, the study aims to provide implications in terms of pedagogical ways to actively incorporate humor into the language classroom. Finally, the study argues for further investigation of teachers' play with language in various educational contexts, the effects of language play on language acquisition, and their negotiation of identities through language play.

The Enactment of English Medium Instruction (EMI) Policy in a State and National University in Kazakhstan: A Multi-level, Multi-actor Perspective

Akmaral Karabay

Nazarbayev University

The globalization and internationalization of higher education have consolidated the spread of the English Medium Instruction (EMI) among universities around the world (Dearden, 2014). In the past decade, higher education institutions (HEIs) in Kazakhstan have also started to establish EMI education following multiple governmental directives, references, initiatives and policies. EMI, just like most of the reforms and policies in Kazakhstan, is imposed top-down (Jumabekov & Ashirbekov, 2014) and not much is known about how institutions translate policies into practice.

Little knowledge exists on institutional readiness for the EMI policy and how HEIs are enacting the policy that is not clearly articulated at the ministry level. However, when inchoate state policy is introduced, institutions, as a rule, may introduce policy, ignoring their capacity and/or enacting it substantially on their interpretation (e.g., Bergmark & Hansson, 2021). Thus, policy actors' interpretation of EMI policy and any (mis)alignment between EMI as policy and the actual experiences deserve rigorous and in-depth investigation. Therefore, the proposed study investigates how the national policy of EMI is being interpreted and enacted in two HEIs located in two different regions in Kazakhstan and explores successes and challenges in the enactment of EMI policy. The study employs an interpretive multiple case study research design to achieve its aim. It will use a conceptual framework that combines the enactment theory (Ball et al., 2012), the onion framework (Hornberger and Ricento, 1996) and Language-in-education planning (Kaplan & Baldauf, 1997). The use of these frameworks helps understand the enactment process at multiple levels and from the perspectives of a range of policy actors (including university senior leadership, deans, faculty and students). The views of policy actors were gathered through individual interviews, focus group discussions and state and institutional documents. The results of the study may be significant for policymakers and university stakeholders in understanding the process of EMI implementation and developing effective strategies to address the challenges encountered in the implementation of EMI. Also, the integrated conceptual framework may lead to our deeper understanding of language policy enactment at universities. In the frame of this presentation, I aim to present a preliminary analysis of the data collected.

Positioning in Small Stories as Investment in Translingual Practice of Disciplinary Literacy in Computer Science

Rebecca Tang

The Ohio State University

In theorizing translingual practice, Canagarajah (2013, p. 78) has called for researchers "to attend to the ways in which macro-level context and identity differences are factored into micro-level meaning-making processes" and to "...attend to the trajectory of talk to consider how meaning is shaped." This paper responds by theorizing social positioning in small stories, or ephemeral, atypical narratives in interaction (Bamberg & Georgakopoulou, 2008). I argue that small stories are material evidence of investment (Darvin & Norton, 2015) in the translingual practice of disciplinary literacy in graduate-level computer science classroom interaction among Chinese-English multilingual participants at a large U.S. research university.

The analysis centers on an ethnographic telling case (Mitchell, 1984) of a guest lecture by a newly minted Ph.D., Dr. Huang, in a master's level course of his academic advisor, Dr. Wang, both of whom are transnational Chinese-English multilingual scholars (see Duff, 2015). Drawing on classroom video data,

participant observation, field notes, and interviews, the study investigates small stories for translingual negotiation strategies, specifically invoicing, recontextualization, interactional, and entextualization. Small story positioning analysis considers how identities emerged in classroom interaction on three discourse analytic levels:

- (i) how characters were positioned within the story;
- (ii) how the speaker/narrator positioned himself (and *was* positioned) within the interactive situation; and
- (iii) how the speaker/narrator positioned a sense of self/identity with regard to dominant discourses or master narratives.

Findings revealed Dr. Huang's co-constructed identity negotiations and performative competence in translingual practice as a former student, novice teacher, published writer, and emerging researcher in ideological, transnational computer science because of his investment in the development of disciplinary literacy in English. Theoretical implications include small story positioning analysis as a fruitful analytic approach to translingual English as disciplinary literacy practice, and investment as a productive construct regarding the development of English for academic purposes in transnational computer science.

Strengthening EFL Education in Egypt

Rehab Morsi

IUPUI

The International Center for Intercultural Communication at IUPUI partnered with Balanced Education, an Egyptian educational foundation, to provide 14 Egyptian EFL teachers with six weeks of virtual training and to develop a basic English skills curriculum. This presentation discusses both the partnership and the process of curriculum development and delivery.

Balanced Education (BalancED) is an Egyptian education foundation that seeks to strengthen the level of education in Egypt to international standards at all levels, including EFL. The International Center for Intercultural Communication (ICIC) was contracted by BalancED in early 2021 to complete two tasks. First, ICIC provided six weeks of online intensive professional development in best practices of EFL education to 14 of BalancED teachers. Second, ICIC developed an 8-level intensive curriculum in basic English communication skills for BalancED to use with Egyptian teachers and students.

In this panel discussion, Rehab Morsi, associate faculty, IUPUI's Program for Intensive English (PIE) and Matthew Hume, ICIC's Assistant Director, will share their experiences of this project. The presenters will discuss the intercultural considerations of developing a training course meeting the needs of this specific cohort of teachers, as well as an EFL course meeting the overall needs of the adult Egyptian students it will serve. Examples will be shown of the teacher training materials, as well as of the EFL curriculum developed.

A Slow Linguistic Terrorism for the 21st Century: Introducing the “language-Elsewhere”

Mike Mena

Brooklyn College, CUNY

The University of Texas Rio Grande Valley (UTRGV) opened in 2015 as the first self-identified “bilingual, biliterate, bicultural” university in the United States. This is a categorical achievement in the near 200-year-long quest for the educational advancement of Latinxs in Texas—a conservative state historically structured by segregation and political economic disenfranchisement (Montejano 1987; Blanton 2004). Through an examination of the conceptualization of language-as-economic-resource discourse, this paper interrogates the extent to which a purported bilingual university with “unique linguistic assets” is complicit in a white supremacist ideological regime that hierarchically elevates some forms of racial and linguistic difference while simultaneously devaluing others. Specifically, I describe the ongoing elevation and legitimation of a particular register of “unmarked” Spanish, described here as a *language-elsewhere*, detached from the local, resident student population and reformulated as economically valuable in the global marketplace.

Using a linguistic anthropological approach to discourse analysis (Reyes & Wortham 2020), I illustrate where and when the language-elsewhere emerged in ethnographic interviews, university documents and news media accounts. Following the proposition that “language is one of the most effective means of domination” (Martín Rojo 2019), this paper asserts the *language-elsewhere* is itself a technology of raciolinguistic governance—or the process wherein previous racial hierarchies are rearticulated and combined in novel ways to produce racialized bilingual subjects. I frame this process as an intergenerational form of *soft* “linguistic terrorism” (Anzaldúa 1987), which works through innuendo and ideological recruitment, as opposed to spectacular moments of linguistic violence. This paper asserts that the “language-elsewhere” reproduces, what scholars call “deficit thinking” (Valencia 2010; Flores and Rosa 2015)—the view that some persons or groups are intellectually, morally, and/or linguistically deficient—which has historically been utilized in the subordination of Mexicans, Mexican Americans, and English/Spanish bilinguals in the United States.

The Dynamic role of Educators as Policy Changemakers in Advocacy of Undocumented Families

Amy Walker

Kent State University

On September 5, 2017, Trump announced plans to end the Deferred Action for Childhood Arrivals (DACA) program. In 2017, US Immigration and Customs Enforcement (ICE) raided businesses and homes and arrested 111,000 people on suspected charges of illegal immigration, a 42% increase from 2016 (Torbaty, 2017). On January 25, 2018, Trump broadened ICE’s focus from arresting immigrants with criminal records to any immigrant without documentation (Bialik, 2018). Many in Willow, a rural rust belt town in the Midwest, were panicked by these announcements. A historically white community, 30% of Willow was now Latinx. Several families were undocumented.

In response to the DACA repeal, five educators developed a plan to support undocumented families. They expanded efforts to include community members and formed an official grassroots movement. They held meetings, wrote petitions, researched programs, interviewed regional experts, and eventually proposed new local policies to establish a City ID program, which expanded health and education support for undocumented residents.

This autoethnographic study complicates and disrupts the dominant conceptualization of both rural literacies and school-community partnerships by examining the role of educators as policy changemakers and by reflecting on how educators affected transformative change through community

activism. This presentation offers a new way of thinking about the literacies and intersectionalities educators navigate during times of sociopolitical crises, further disrupting the idea of rural communities as homogenous, apathetic, and conservative. In response to this call for proposals, this presentation invites participants to expand their conceptualization of school-community partnerships and re-examine the educator's role as a community leader during sociopolitical crises. This presentation will discuss the social and racial justice issues with which communities grapple and the ways in which educators can lead and respond inside and outside the classroom.

Teaching the Abject Feminine in Han Kang's *The Vegetarian*: Reflective Inquiry on the Pedagogy of Literature in Translation

Perry Miller

Indiana University

Teaching Han's *Vegetarian*: Korea-focused texts in the eco-literacy curriculum. As a discourse invoking multiple speech communities, literary translation is one of the practices that inform the contact zone theorized by Mary Louise Pratt (1991). Another contact zone found across cultures is that of the human encounter with the non-human world. My paper reflects on my experience teaching *Vegetarian* by South Korean novelist Han Kang as a text that references both contact zones of literary translation and the human-nature encounter.

First published in 2007 and translated into English in 2015, *Vegetarian* tells the story of Young-hye, a woman alienated from family and society through her refusal to eat animal products. Defying societal conventions, she surrenders her community and autonomy to become a vegetal, non-consuming being. Young-hye's changing relationship to animals coincides with her own abjection (Kristeva, 1982). The story is narrated through the perspectives of family members who sympathize but ultimately fail to understand her motivations.

Korean-to-English literary translation is a field where authors, translators, and readers negotiate complex differences between literary and cultural paradigms. In the past two decades, Korean literature has also been repositioned as a global cultural product with the Korean wave, or *hallyu*. In literature translated to English, such aspects of culture as kinship structure, social organization, or local ecology can be both miscues and productive sites of inquiry (Estok, 2009; Kaniklidou & House, 2018; Kim, 2019).

Combining narrative analysis and autoethnographic vignettes, I explore the potentials and limitations of Han's *Vegetarian* as an artifact of ecohumanities pedagogy. My study is informed by Arran Stibbe's framework of narrative forms (2020), which synthesizes ecological concepts with the basic cognitive structures of human communication. With the case of *Vegetarian* as a course text, I aim to show how cultural specificities and translational nuances can enrich the broadly inclusive contact zones inherent to ecohumanities education.

Building Decolonial Subjectivities: Autobiographical Writing as a Decolonial Method in Public Higher Education in Bolivia

José Fernando Galindo

Universidad Mayor de San Simón

Since the constitution of the Plurinational State of Bolivia in 2009, higher education has been defined as intracultural, intercultural, plurilingual and decolonizing. However, in practice, educational processes take place in the tension between the persistence of forms of teaching and learning linked to the reproduction of coloniality and the search for decolonization. In this context, this paper explores the question: *how could autobiographical writing contribute to the construction of decolonized subjectivities?* This question is addressed in three parts. The first raises the need for a reconceptualization of decolonization in terms of re-encounter. In the second, some elements of a methodology of decolonization in higher education focused on the practice of self-writing, or the use of autobiographies in the classroom, are proposed. And in the third, some of the author's findings on the use of this methodology with university students in the area of humanities at a public university are shared. It concludes with considerations on 1) the relationship between truth and subject, or the construction of truth systems and subjectivity construction processes, 2) the educational potentialities and limitations of this method, and 3) the possibilities of using this methodology in educational contexts with colonial heritage.

Kichwa Hatari: The Power of Radio and Documentaries to Empower Kichwa Speakers

Mitchell Teplitsky

Lucuma Films

In this presentation, Filmmakers Doris Loayza and Mitch Teplitsky will present Doris's short film "Bronx Llaqtamanta" (Kichwa, "From the Bronx"), a profile of the first Kichwa language radio station in the USA and sets the stage for a discussion about how this grass-roots media project has visibly empowered an indigenous language immigrant community. In 2014, an Ecuadorian immigrant teamed up with an Ecuadorian- American student and began broadcasting a weekly Kichwa language radio program from a basement building in the Bronx. It was likely the first radio program in Kichwa in the USA, aimed primarily at Ecuadorians living in New York City who numbered in the tens of thousands, but had little visibility in the larger Latino or immigrant community.

Today, that project — known as Kichwa Hatari (Hatari translates to "lift up") — has grown from a single weekly radio program into a collective of communicators, activists, and educators aimed at empowering language, culture and identity through radio, television, language and culture workshops, activism, and technical assistance programs across several states. Their work has been reported in *The New York Times* and *Latino USA*. Peruvian-born Quechua speaker and educator Doris Loayza was living in New York City when she first heard about the project in 2015. With the support of City Lore, The Bronx Documentary Center, and filmmaker Mitch Teplitsky ("Soy Andina" and "Return to the Andes"), Doris directed a short documentary about the project in its early years, *Bronx Llaqtamanta* ("From the Bronx.") "*Bronx Llaqtamanta* " has been shown at Universities and Museums and indigenous film festivals and extended the attention and impact of the film's subject. Doris and Mitch will talk about the rise of Kichwa Hatari, the process of making the film, and the impact these projects have had in Kichwa and Indigenous communities in the USA.

From Ruanda-Urundi to Rwanda: The Colonial Language Policy and the Ramification into Post-colonial Situation

Simon Pierre Munyaneza

Indiana University

Ruanda-Urundi was a colonial territory in Eastern-Central Africa that presented a very important linguistic situation. It was an artificial merger of today's Rwanda and Burundi colonized first by Germany and second by Belgium, after the First World War. In this paper, I discussed the language policy in post-colonial Rwanda in the light of what that country inherited from the colonial period. The discussion followed a more dynamic approach that consists of establishing historical facts that show different changes along the history of language policy. I elucidated the issue mostly at the macro level and got a glimpse of how this has an impact at the micro level in the area of education, politics, and media. Obeng (2002) publication sparked a light on my intellect as far as language policy is concerned: "For the Most Part they Paid No Attention to Our Native Tongues". That title helped me to investigate the case of Ruanda-Urundi, two political entities in which Kinyarwanda and Kirundi are spoken by more than 90% of the population. This paper is organized according to two important sections, colonial and postcolonial periods preceded by an overview of African language policies background. It is anticipated that this paper would inform the major steps that could guide a future comparative study. For data collection and analysis, I used document analysis that helped to get a great number of written sources and reconstructed different events along the history of Ruanda-Urundi as a political entity. For the findings, I found out that Rwanda and Burundi as post-colonial states got their language policies as an inheritance of the colonial system. The ramification of colonial system language policies resulted in the marginalization of local languages in spite of the majority of speakers.

Exploring the Use of Mu-prefix and the Agency in Kinyarwanda and Arabic

Simon Pierre Munyaneza

Indiana University

Names are very important features of human identity (Obeng,1998). They help to indicate the similarities and differences between different people. Each community of culture and language has its own principles on which they base to name their people. The choice of this topic was motivated by my own name: Munyaneza. By observing different names of my colleagues from Africa and the Middle East, I was impressed to see that a quite great number start with mu- prefix. Even if Kinyarwanda and Arabic communities are very culturally distant, the common use of the prefix -mu as the name initial marker attracts a need for investigation. It is not the first time that a study was conducted to compare Kinyarwanda with a non-Bantu language. Botne (1981) was interested in tense and aspect in both Kinyarwanda and English. About names, Kimenyi's (1989) research was centered on Kirundi and Kinyarwanda names. For the Arabic names, Salahuddin (1999) helped me to get lists of names and meanings. While Ryding (2014) was very instrumental in terms of Arabic linguistic, Coupez (1980) was giving a very detailed Kinyarwanda Grammar. For data collection, the Quran helped to get many Arabic names with - mu- prefix and related passages where the meaning is explained, on one hand, and Kimenyi (1989) gave an extensive list of Kinyarwanda names, on another hand. I used Discourse Analysis for data analysis. I have found out that mu- prefix has more functions in Kinyarwanda names than in Arabic. The way both Arabic and Kinyarwanda names are generated suggests that they are either in active or in passive voices. As an illustration, while many Arabic names with mu- are in a passive voice and reflect submission to Allah, many traditional Kinyarwanda names are in an active voice, and talk about what people can do in the presence of Imana (God). Both Arabic and Kinyarwanda names used mu-prefix to vehiculate the agency.

Oracy as Challenge in Beginning Dual Language Students: Ownership, Sharing and Challenging Norms

Martha Nyikos

Indiana University

This study challenges the perception that children at the earliest stage of L2 learning are not ready to engage in verbal exchanges beyond short oral responses.

Introduction to a new language to very young learners is most often accomplished through choral repetition, song and movement to the virtual exclusion of individual oral output. The goal of this study has been to present a new approach to engaging young learners in the active productive use of interpersonal conversation. This research suggests that challenging students to give voice to the new language (to go solo) has strong implications for later oral speaking ability/fluency.

This study uses interactionist and sociocultural theory (Gass & Mackey, 2015; Vygotsky, 1978) which underscore the importance of social communication in L2 learning and explores the impact of meaningful peer exchanges of authentic information on the oral output and self-efficacy of kindergarten children. It addresses the need to document how emergent bilinguals in purposeful interactional spaces utilize their linguistic resources through joint interpersonal engagement.

Focused on building oracy, this qualitative study documents how a class of 44 Kindergarteners in a new 50/50 DLI program teach one another math in Spanish and English through a conversational protocol designed to expand and incorporate new language and content while fostering children's interpersonal speaking. Participants were 28 Spanish Learners (SLs); 16 English learners (ELs).

Results document evolving oral proficiency and agency as students move from scaffolded interactions in peer teaching to independent oral use of the new language. Examples of self-correction, strategic responses to cues and scaffolding, and uptake of corrective feedback are provided. A particular focus will be the types of pairings that sparked larger leaps in oracy and children's expressed views regarding equity and inclusion in their shared roles.

Zoom In vs Zoom Out: Perceiving the World via the Lens of Diverse Languages

Yutian Tan

University of California, Davis

This proposal presents a teaching and learning practice in an introductory Chinese language and culture course and shows how the world can be perceived differently via the lens of different languages. This is a General Education (GE) course and there is no required Chinese language or linguistic prerequisite for students.

First, students are shown examples that Chinese describes the world from a zoom-in perspective, while English from a zoom-out perspective. These examples include: 1) the positions of time, place, and verbal phrase (VP) in a sentence; 2) noun phrase (NP); 3) time phrase; 4) place phrase; and 5) name order.

Specifically, Chinese starts describing the above examples from background information to the focus; from big units to small units; and therefore, from a zoom-in perspective. English, on the other hand, starts describing them from the focus to background information; from small units to big units; and therefore, from a zoom-out perspective.

After seeing the above examples, students are divided into groups (with 3-4 members per group) and start to discuss the concepts of zoom-in and zoom-out. The discussion topics include 1) evidence that

supports the Chinese zoom-in and English zoom-out claim; 2) evidence that is against the Chinese zoom-in and English zoom-out claim; 3) the reason(s) for this zoom-in and zoom-out division.

Moreover, in order to testify the proposed reason(s) in the discussion, students are asked to collect data from other languages, by using the above 5 types of examples, to see whether these languages can be categorized as zoom-in or zoom-out. Other languages can be Asian languages (Japanese, Korean, Vietnamese, etc.) or Indo-European languages (Spanish, Portuguese, German, etc.). By extending the data pool (from Chinese and English to other languages), students are expected to experience the basic search steps: making observations and guesses, collecting data, and reaching conclusions.

“Because one day if we go Back Home, they can’t Speak French. It will be Difficult for Them”: Home Language and Literacy Practices of Temporary Immigrant African Families in the United States

Purity Wawire

University of Illinois at Urbana Champaign

The increase in migration rates and human mobility has become an integral part of globalization with bi/multilingualism, and technological advancement shaping the new reality. Due to the shifting demographics, it is imperative to investigate language and literacy beyond a schooled practice. Previous studies document the home language and literacy practices of various immigrant families in the United States. More research is however needed to investigate African immigrant families as well as the value of home as a space to develop language and literacy abilities of increasingly “emerging” bilinguals. This study aims to explore the home language and literacy practices of temporary immigrant African families, and how they support their children’s bilinguals and biliteracy journeys. A case study was the qualitative methodology used to understand the individual meanings ascribed to the phenomenon under study. They took place in the Midwestern region of the United States and sampled (convenient & purposive) participants including parents (mothers) from five temporary immigrant African families. Participants took part in 1 semi-structured interview and artifacts were collected during the study period. This study was situated around two major theoretical frameworks: multiliteracies and multimodality theories. The findings indicate that temporary immigrant families engaged in a wide variety of multimodal literacy practices in the meaning-making process. These practices ranged from multimodal approaches to language and literacy (images, sound/music, and written sources) to created literacy practices and translanguaging. Different modes of presentation were involved which include digitally mediated and print literacy and are enacted and interacted during the literacy process. Furthermore, the findings suggest that parents remain constantly involved in their children’s language and literacy practices and that their beliefs and values strongly shape children’s choices. The insights from this study will contribute to research in language and literacy, especially surrounding immigrant, and transnational families. Most importantly, the study will have implications for the parents, teachers, and educators raising and working with bi/multilingual children.

Photovoice and Social Justice Advocacy: Unlocking the Voices of Indian Undergraduate Students

Sharon Daley

Indiana University

In a three-week course focusing on academic readiness skills, Indian undergraduate students developed Photovoice and Creative voice projects that displayed their abilities to think critically about globally important topics. In this session, we will explore the process the students' employed to develop their projects while considering their topics, audiences, calls to action, and arguments presented in their digital projects.

Presenters will lead discussions focusing on the students' purpose for choosing topics ranging from mental health to the dowry system in India. The exploration of students' projects will be supplemented by interview data. The interview data will explore the students' interest in their chosen topic as well as their own background which played an important part in their project topic. Presenters will detail the process used to guide the students' development of their projects, how the students collaborated with instructors and their peers to refine their audience choice, developed their arguments and considered the power of images and text to convey their passion for their topics. Finally, presenters will lead a conversation about how others can use this process with their students to ignite their passion for social justice issues and how they can have a meaningful impact on important issues in their own local community as well as a global reach.

Indigenous languages and Technology: A teacher's story during the COVID-19 pandemic in Guatemala

Hector Palala

University of Nebraska-Lincoln

In 2020, the whole world experienced the COVID-19 pandemic, where regular in-person activities were canceled, and the schooling of many students and teachers faced uncertainty. Guatemala has been struggling to continue schooling in online settings. Teachers had to transition to digital platforms without preparation, while students have been facing even more challenges with internet access, device availability, and technological skills. This narrative study describes and analyzes through the TPACK framework the ways a Mayan language professor in the Faculty of Humanities at the Universidad de San Carlos de Guatemala uses technology in their classroom. This study aims to explore the developing attitudes of the participant/second author towards technology integration and the growing importance of digital and multimodal learning approaches to teaching a Mayan language.

PANEL PRESENTATIONS

La Importancia Epistimológica y Ecológica de las Lenguas Indígenas

Marina Arratia

Universidad Mayor de San Simón, Cochabamba, Bolivia

Durante mucho tiempo la lingüística se ha dedicado a frases, lexemas, morfemas y fonemas; ella definió, analizó y catalogó estas unidades de la lengua, así como las comparó en diferentes idiomas. Fue un trabajo inmenso e importante, que está listo en lo esencial, de modo que ahora, los lingüistas pueden dedicarse a un sector que va más allá, es decir, a las relaciones entre “lengua y mundo”. Se trata de investigar las relaciones entre lengua y transmisión humana, el papel de la lengua en la coexistencia entre humanos, transmisión, plantas y materia, es decir, entre la lengua y todo lo que es vivo y no vivo sobre la tierra. (Fill 1987: 9)

Argumentación del tema que aborda el simposio

En las últimas décadas, la preocupación por el acelerado proceso de desplazamiento, transmisión y muerte de las lenguas ha crecido debido a sus implicancias en el empobrecimiento de la diversidad cultural del mundo. Si las actuales tendencias en contra de las lenguas y cultura indígenas no se detienen, el 90% de los idiomas del mundo puede llegar a extinguirse durante este siglo (Crystal 2001; Krauss 1992; Maffi 2001). En particular, el valor de las lenguas indígenas radica en el hecho que son depositarias de la identidad, la historia, las tradiciones, la memoria y el conocimiento de los pueblos. Por eso, diversos organismos internacionales defensores de la educación y los derechos humanos han manifestado la importancia de salvaguardar la diversidad cultural y lingüística: “Recuperar y fortalecer las lenguas y culturas indígenas es una necesidad apremiante para el desarrollo de la humanidad” (Declaración de la ONU 2019).

En América Latina, las iniciativas para encarar el acelerado proceso de desplazamiento, transmisión y muerte de las lenguas indígenas son diversas, desde diferentes espacios y con la participación de diferentes transmisión: algunas iniciativas han priorizado la educación formal como espacio de enseñanza bilingüe, con ello ha puesto mucho énfasis en la producción de materiales, guías metodológicas, incluso en la informatización de las lenguas indígenas. Asimismo, frente a la creciente migración campo-ciudad, muchos lingüistas y sociolingüistas han apostado por la revitalización de las lenguas indígenas en los espacios urbanos, con iniciativas muy creativas, por ejemplo, ubicando como espacio privilegiado el hogar, asignando a los padres el rol de revitalizadores de la lengua indígena, desde la primera infancia de sus hijos, a partir de una autoafirmación identitaria y lealtad lingüística. A pesar de estas iniciativas, la transmisión y desplazamiento de las lenguas indígenas continua a un ritmo cada vez más acelerado. Los más pesimistas consideran que la revitalización de las lenguas indígenas es una batalla transmisión.

Desde estudios sociolingüísticos, se atribuye a la interrupción de la transmisión intergeneracional como el factor central para el desplazamiento, la transmisión y la extinción de las lenguas indígenas. No obstante, el factor más contundente para la vigencia de la situación de vulnerabilidad de las lenguas y culturas indígenas es la pérdida de los contextos de vida de los hablantes, en los cuales las funciones o estructuras dadas del lenguaje son apropiadas (Hill, 2009). En este sentido, la transmisión y pérdida de las lenguas indígenas está relacionada también con la intervención a los transmisión indígenas y con la migración espontánea o forzada de la población. Lo anterior conlleva la salida de la población hablante de su transmisión histórico que genera una paulatina desaparición lingüística (Bastardas, 2013). A su vez, la pérdida de los contextos de vida de los hablantes tiene implicancias en la pérdida del soporte cultural de las lenguas.

Como plantea Crystal (2001) el desplazamiento de las lenguas tiene lugar cuando las funciones y espacios de uso de una lengua se van reduciendo o desapareciendo. Esto lleva a pensar que es muy difícil transmitir y revitalizar las lenguas indígenas como objetos aislados de sus hablantes, de su cultura, de sus 49ransmissio o espacios de vida (ecosistemas sociales y naturales), y de las funciones que cumple la lengua. El fortalecimiento de los contextos de vida tradicionales de las lenguas indígenas podría ser una propuesta viable, ya que las lenguas pueden cobrar vitalidad con objetivos concretos y funciones en sus espacios naturales.

La extinción de las lenguas indígenas, como dice el lingüista peruano Gustavo Solís (2019) no es una cuestión lingüística, es una cuestión de relaciones sociales desiguales, de subalternización de las lenguas de menor prestigio en las sociedades. “La extinción de lenguas es una consecuencia del debilitamiento de las sociedades y de los hablantes que hablan esas lenguas” (p.176). Solís destaca que, si bien hay avances sobre el conocimiento teórico de la revitalización lingüística, falta la comprensión de cómo encararla en la práctica, sobre todo, 49ransmis la centralidad en la lengua y trascender al fortalecimiento de las sociedades que hablan las lenguas, es decir, para que las lenguas sean 49ransm, las sociedades deben ser también 49ransm.

En este marco, desde la perspectiva que 49rans la ecolingüística, el objetivo de este simposio es discutir, con base en evidencias empíricas que presentan las ponencias, la relación entre Pueblo, Lengua y Territorio, como una propuesta integral de revitalización lingüística centrada en: 1. El hablante: su 49ransm del mundo, sus conocimientos y sus subjetividades; 2. La lengua indígena: su repertorio epistemológico y sus funciones; y 3. El territorio (físico y digital): 49ransmi natural, espacio y significado de vida, como aspectos indesligables. La idea es resaltar la importancia de las lenguas indígenas a partir del nexo que tienen con cuestiones 49ransmission, como es el valor, el respeto y la preservación de la vida, en un sentido 49ransm, de todos los seres que habitan el cosmos. Hoy las lenguas indígenas se constituyen en un componente clave de las “nuevas ecologías”.

Ponencias

Conocimiento etnoecológico codificado en la lengua quechua

Marina Arratia Jiménez

Centro Interdisciplinario PROEIB Andes, Cochabamba – Bolivia

Resistencias de culturas y lenguas indígenas en 49ransmissio digitales

Vicente Angelino Limachi Pérez

Centro Interdisciplinario PROEIB Andes, Cochabamba – Bolivia

Kawsay: Filosofía de vida en la lengua quechua en comunidades de Tarabuco, Bolivia

Pedro Ovio Plaza Martínez

Centro Interdisciplinario PROEIB Andes, Cochabamba – Bolivia

Socialización de conocimientos originarios sobre el bosque a través de la lengua Tseltal

Edgardo Elí Díaz Gómez

Estudios Socioculturales PROEIB Andes, Cochabamba – Bolivia

Revitalización de la lengua chinanteca a través de la 49ransmission intergeneracional en espacios agroecológicos

Nelva Gómez López

Estudios Socioculturales PROEIB Andes, Cochabamba – Bolivia

INTERACTIVE WORKSHOPS

Invisible Literacies: An Educator's Map to Finding the Hidden Treasures. From Theory, to Approach, to Praxis

Mary Pettit, NBCT

South Country School District

Topic Description

This interactive workshop will take participants on a “treasure hunt” leading them through the often misunderstood and vast terrain called literacy. Each participant will receive a “treasure map” outlining the path from theory, to approach, to praxis. The road to becoming literate might imply student autonomy but the traditional path to literacy is often equipped with the roadblocks called social and cultural inequities (Cope and Kalantzis, 2009). The multiliteracies framework (New London Group, 1996), will be the guiding “map” and will provide the route to a new destination at the intersection of an inclusive, culturally relevant, linguistically and technologically diverse globalized society. Using a multimodal approach (Bezemer and Kress, 2016) to navigate this terrain, participants will find hidden “treasures” called invisible literacies (Kiramba 2007). These treasures will allow stakeholders to *see* the strengths of *all* students even if they are not aligned with traditional school norms (Kiramba, 2007). After acquiring these treasures, we will embark on a new journey through pedagogical shifts and praxis which will include several stations showcasing how educators learn to make visible what was once invisible which exemplifies the creation a space for all students to develop agency and identity (Bezemer and Kress, 2016).

Outline and Participant Activities

After a brief overview of multiliteracies theory, multimodal approach, and pedagogical shifts, participants will have an opportunity to rotate in stations. Each station will include a detailed description of a middle grade task that demonstrates the pedagogical shift of the educator as well as the agency and autonomy of the students. Each station will also invite participants to engage in the same task using various modalities. A reflection page will allow participants the opportunity to reflect on their own productive struggles.

Workshop Time & Expected Outcome

After a 10-minute briefing, participants will need 60 minutes to experience the activities in the workshop. Participants will be expected to leave with a more advanced understanding of what invisible literacies are, where they live in our classrooms, and how we can create spaces that recognize them. Stated most eloquently in a webinar on multiliteracy theory, Kalantzis (2018) stated, “These pedagogical orientations or knowledge processes are not a pedagogy in singular or a sequence to be followed. Rather, they are a map of the range of pedagogical moves that may prompt teachers to extend their pedagogical repertoires”.

Prevent Teach Reinforce

Victor Woods

Success International

This session describes a model for resolving severe challenging behaviors of children K-12: Prevent, Teach, Reinforce. Prevent, Teach, Reinforce is a research-based strategy designed to reduce problematic behaviors in the classroom. The model is intended to help children whose behaviors are severe enough to disrupt the child's ability to engage in positive relationships and learn expected skills. Victor Woods will show techniques for connecting with individuals to ensure that passions, dreams, goals, aptitudes, and opportunities can be discovered, and that dysfunctional behavior is redirected positively.

The goals of the program are:

- (1) to increase teacher awareness of different types of risk factors, the role of the classroom teacher, and the influence of the school/home climate on the child's behavior;
- (2) to develop strategies that will prevent actions that may lead to social-emotional dysfunction;
- (3) to teach skills that will make challenging behavior unnecessary; (understanding the function/purpose of the problematic behavior from the child's perspective);
- (4) to teach "reinforce," the third component of Prevent, Teach, Reinforce. Reinforcers should occur on favorable consequences. They are individualized (a reinforcer for one child will not necessarily be a reinforcer for another child)
- (3) to improve teacher management skills to reduce power struggles and challenging behaviors; and
- (4) to enhance capabilities to assist students who are the targets of bullying (Solution Focused).

There is no single or simple solution when working with challenging behaviors. It is a multifaceted, ongoing effort that requires commitment and participation from all stakeholders, including families, teachers, administrators, and behavior experts.

Participants will learn valuable strategies and techniques to use in the classroom to prevent, teach, and reinforce desired behaviors.

I will share exciting video footage showing real-time interactions with teachers, participants, superintendents, and students on how to prevent the next school shooting.

The intended audience will include administrators, principals, mental health consultants, and teachers. The content from this session details research-based techniques and solutions that will help participants strengthen every child's social-emotional skills and address even the toughest behavior challenges.

Expanding Possibilities: How a Diversity, Equity, and Inclusion Book Club/Writing Group Re-energized Participants

Ann Ellsworth

Montana State University

A primary goal of this 60-minute presentation is to share what was learned about process and content from the formation of a Diversity, Equity, and Inclusion (DEI) Book Club/Writing Group for first-year seminar instructors at a land-grant institution.

Conference attendees who seek to create meaningful classroom experiences that engage and motivate learners to explore texts and/or course themes, which address social justice and racial justice, especially in the contexts of highly asymmetrical power, might find this session inviting. The workshop outline includes a 10-minute summary of the pedagogical foundations used, 30-minutes of evidence-based active learning literacy practices, and a 20-minute discussion. Workshop activities include *10 Questions*, *3-2-1 Quick-Draw Summaries*, *Text Says/Text Means T-chart*, and *the ABCs of Inclusion*. Experiencing these activities will provide participants with ideas for how to use them within their instructional contexts. A list of transformative Book Club texts (including Bryan Stevenson's *Just Mercy*; Ijeoma Oluo's *So You Want to Talk About Race*; and Angela Davis, Gina Dent, Erica Meiners, and Beth Richie's *Abolition. Feminism. Now.*) will be provided along with a handout summarizing workshop activities. Participants can expect to learn how one curriculum experiment resulted in re-igniting instructor commitment to developing vibrant learning communities.

Queer Language: Visible & Invisible

Katelyn King

Indiana University

The US queer lexicon has developed in extraordinary ways, as it is both designed for visibility and must sometimes hide in plain sight; both broad ("queer") and specific ("aroace homoflexible demigirl"); both changes rapidly and has a long history. We will also explore nonverbal communication and "signaling". This session will be accessible for almost anyone, but participants must be open & willing to learn, as well as understand at least some LGBTQ+ terms (such as those in the basic acronym). The initial presentation will provide cultural context and relevant terminology for participants to be able to fully participate in the activities, such as information about microlabels and label abolitionism, queer label policing, and online vs in-real-life queer culture. The interactive section will consist mostly of facilitated dialogue on the following topics: development of queer lexicon, causes and effects of label policing, advantages and disadvantages of microlabels, and other topics as they occur. Also included will be an activity where participants attempt to guess the meaning of presented nonverbal queer language, followed by a discussion about how and why these symbols might behave the way they do. This session will work best with a length of between 60-75 minutes.

Empowering Multilingual Students to Brainstorm Research topics

Lisa Lee

Indiana University

Identifying a research topic can be an exciting yet challenging process at the same time. As language educators and language scholars, being able to help support multilingual students with the brainstorming process of identifying a research topic that is relevant to students' research interests is essential. For the brainstorming process, it is vital to consider how language ideologies may be a challenging factor for multilingual students to connect one's academic or career goals. As such, it is critical to focus on empowering multilingual students to identify one's language ideologies through narratives to tap into lived experiences through the brainstorming process as a way to identify a research topic. This 60-minute interactive workshop will consist of two parts. The first part will include a pedagogical focus on utilizing the intersection of language ideologies and narratives to empower multilingual students through brainstorming. The second part will provide an interactive opportunity for workshop participants to utilize various brainstorming tools to elicit examples of lived experiences that can help identify the motivation for a research topic. Workshop participants will have opportunities to discuss and work in groups. The workshop is open to all to provide a space for multilingual students, language educators, and scholars.

ROUNDTABLES

Creating Global Citizens: Initiatives and Innovations at a Regional University in the South

Alejandra Alvarado-Brizuela

University of North Alabama

Diversity, inclusion, experiential learning, and globalization are common themes listed in the mission statements of many universities in the US. Moreover, it is a well-known fact that colleges and universities strive to prepare students for situations in which they will interact with individuals from various cultural backgrounds. However, providing students with the skills they will need to join an ever-changing workforce and to do so with the cultural knowledge and sensibility that each field requires is not an easy task. Therefore, the way in which these goals are achieved varies greatly, not only between colleges and universities but also within them. The purpose of this roundtable is to share and discuss the different initiatives and innovations that have been implemented in various programs at a regional university in the South, and which have proven to make a positive contribution to the learning experiences of all individuals involved. From studying abroad to collaborations with local high schools and universities around the world, the tools required to create global citizens who will contribute to their communities are now more available than ever, and you can start using them today!

Topics and Participants in this Roundtable

Topic 1: The Impossible Field Trip: Utilizing Technology to Facilitate Global Awareness in Secondary Classroom

Jeffrey R. Bibbee

University of North Alabama

The recent global pandemic has made international research travel, semester abroad opportunities, and other education abroad programs difficult or impossible to facilitate. While these challenges are abating, other obstacles remain for secondary and post-secondary students to travel internationally – the traditional “global education” model. Financial considerations, lack of experienced educators, legal restrictions, and other limitations have not gone away and are potentially even greater in this new environment. Innovative technology (or at least greater awareness of existing platforms) provides new opportunities to engage students on global issues without having to surmount pre- and post-pandemic challenges. Utilizing a secondary school class history unit as a qualitative case study, this presentation explores the benefits of various technology platforms in facilitating global learning through a partnership between a secondary school and university.

Topic 2: The French Connection: Education abroad and collaborative online international learning

Stephanie L. Coker

University of North Alabama

For this program in Paris, professors from two departments collaborated to offer students an interdisciplinary focus on French language and culture as well as art and photography. Spending two weeks in the Latin Quarter, fifteen students experienced Parisian life and visited historic sites while working together on class assignments. Along with an interdisciplinary education abroad experience to Paris, this presentation also examines a collaborative online international learning (COIL) program in which American students connect virtually with university students in Nancy, France. The latter course is designed for intermediate-level French students to practice conversation with their French

peers using online platforms, and it culminates in a collaborative capstone project to showcase oral/aural skills in the target language. To build a French program in a small regional university, collaboration is key—whether it is creating an innovative education abroad experience across disciplines or using virtual platforms to bring together French speakers and learners.

Topic 3: *When in Doubt, Travel: How Study Abroad Increases Cultural Intelligence*

Alejandra Alvarado-Brizuela

(In collaboration with Claudia P. Vance)

University of North Alabama

Cultural intelligence (CQ) is defined as a person's ability to function effectively in situations characterized by cultural diversity. Universities strive to prepare students for situations in which they will interact with individuals from various cultural backgrounds. This presentation highlights the effects of study abroad experiences on cultural intelligence of undergraduate students at a regional university in the South by collecting data using the expanded cultural intelligence scales (E-CQS). Researchers administered the E-CQS to fifteen Spanish students before and after a month-long study abroad trip to Spain in summer 2019 (Group 1). The same pretest and posttest were administered in fall 2021 to 18 Spanish students (Group 2) who did not participate in a study abroad experience. The mean scores for all pretests and posttests in each group were compared to measure CQ changes in cultural intelligence. The study then compares the results of the two groups and sheds light on the differences of CQ for students who studied abroad versus students who did not.

Topic 4: *Resuming Study Abroad Initiatives at a Regional University in the South: Creating Global Citizens During the Pandemic*

Claudia P. Vance

(In collaboration with Alejandra Alvarado-Brizuela)

University of North Alabama

This presentation continues the research on the cultural intelligence of undergraduate students at the University of North Alabama by collecting data on study abroad participants since pandemic travel restrictions have relaxed. Researchers addressed the new challenges presented by a global pandemic and administered the E-CQS to fourteen Spanish students (Group 3) before and after a month-long study abroad trip to Spain in summer 2022. The same pretest and posttest were administered in fall 2021 to 18 Spanish students (Group 2) who did not participate in a study abroad experience and to students who studied abroad in summer 2019 (Group 1). The mean scores for all pretests and posttests in each group were compared to measure CQ changes in cultural intelligence. The study then compares the results of the three groups and sheds light on the differences of CQ for students who studied abroad before and after the pandemic versus students who did not study abroad due to the pandemic.

Bilingual Practices in the Margin: Voices from East Asian Families in the US

Weejeong Jeong

Indiana University

In this roundtable, the three presenters will discuss bilingual practices in East Asian bilingual families: Korean English, Chinese English, and Japanese English families, as well as the family's perspectives on bilingualism. Before the presentation, the presenters will share handouts with the audience and invite participants to compare the findings of our scholarly work with their own experiences. The first study investigated the relationship between Korean parents' expectations of their children using two languages (English & Korean) and their children's perceived language proficiency in both English and Korean using a mixed method. It also examined how parents' attitudes, behavior, and belief patterns were associated with bilingual children's language proficiency. The results indicated that as for English proficiency, speaking ($\rho = .55$) and reading ($\rho = .50$) are positively moderately correlated, while listening ($\rho = .09$) and writing ($\rho = .21$) are weakly correlated between children's self-evaluations of their English proficiency and parents' perceived evaluations of their children's English proficiency. On Korean proficiency, listening ($\rho = .51$), reading ($\rho = .58$), speaking ($\rho = .47$) and writing ($\rho = .60$) are all moderately associated in a positive way. Further investigation in the study showed that most parents believed that their children should be able to converse in their heritage language (Korean in this case) so that they feel connected to family members not only living in the U.S. but also living in Korea. Parents support their children in learning and acquiring English and Korean using various resources and in participating in heritage and residential community activities, and such efforts seem to lead to their children's high English proficiency and relatively high Korean proficiency. This study sheds light on the role of parental support in the bilingual development of heritage language learners.

The second work focuses on how adolescent Japanese heritage speakers communicate with their parents who don't share the most competent language, especially about how to negotiate the gap they have. Using qualitative research methods, she observed a Japanese-2 speaking mother and her children living in the Midwest. Her findings indicate that children did not engage in complex conversations in Japanese. Still, they formed intimacy and connections out of the consequent necessity of nonverbal communication, unlike the well-accepted notion that a child's loss of the first language is considered tragic (e.g., Fillmore 1991, 2000). The reasons for the loss vary, from a parental choice to prioritize the dominant local language to a prohibition forced during wartime. This case study highlights the highly situated characters of the families that resided in Midwest university towns but provides a shared understanding of the potential complexity of minority-language-speaking families in their local context. She considers the study an invitation and provocation to researchers and teachers in language education to reflect once again upon the assumptions we have on the significance of the language.

The third research is a qualitative case study grounded on the concept of translanguaging (García, 2009; Li, 2011). Instead of exploring bilingualism from parents' perspective, this study discussed how Chinese-English bilingual children used their entire linguistic repertoire to renegotiate power and make their voices heard in and across communities. Data were collected from home-based videos, parental interviews, fieldnotes, and the children's homework and artifacts. Through a thematic analysis, the findings suggest that the two bilingual children demonstrated highly creative and fluid use of languages in and across Chinese and English. More importantly, the children were empowered by translanguaging to respond to social issues and take responsibility in their families, in Chinese communities, as well as in school. This study highlights that translanguaging is not problematic; bilingual children think in and between languages and creatively use the languages in complex ways. Restricting language policies may stymie children from developing accurate comprehension of language use and limit bilingual students' literacy experiences and social existence.

After the presentations, the audience will be given time to complete the “compare and contrast” worksheet and be invited to share their observations and reflections. Session Organization and Contents All presenters will be both discussion organizers and presenters throughout the roundtable session. The discussion will proceed as follows:

Introduction (4 minutes)

Presenter 1 (7 minutes)

Weejeong Jeong

Indiana University

Discussion session (8 minutes)

Presenter 2 (7 minutes)

Pengtong Qu

Grand Valley State University

Discussion session (8 minutes)

Presenter 3 (7 minutes)

Yasuko Akiyama

Indiana University

Discussion session (8 minutes)

Activity (“compare and contrast” worksheet will be used – 5-6 minutes)

Wrap-up (4-5 minutes)

Using the Arts to Decolonize Language Learning

Gustave J. Weltsek

Indiana University

Presenter 1 will share data from a three-year-long research project using drama as a means to decolonize a Eurocentric Language Course. Basing his work on a critical performative pedagogy as a theoretical and practical approach for decolonial and anti-racist language learning he shares the ways in which young people engaged across individual and collective learning ecologies to form a space of language invention that embrace complex ways of embodied knowing, being and acting upon the world.

Presenter 2 will share the preliminary findings of her qualitative arts-based study on the ways in which visual arts, particular crayon drawing functioned as space for trauma healing within the lives of displaced children in Turkey. Taking a multimodal and performative stance Presenter 2 shares data and analysis paradigms that help to shed light on the way working in an arts-based literacy as an alternate language, enabled traumatized youth to make sense of themselves and their lives as refugees.

Presenter 3 will use Ethnodrama to look at the ways and anti-racist theory informed the change of institutionalized systems of white supremacist policy change at a suburban United States High School. Using elements of Artography and critical discourse analysis this piece examines the socio-cultural and political tensions across the various stakeholders as they navigate the creation of a series of culturally diverse theater productions.

Presenter 4 will highlight how the use of English as the sole language of instruction prevents Nigerian children from attaining English as a second language (ESL) and more, a healthy sense of self. Along with the use of creative play strategies the study was framed on translanguaging which enabled the author

to think through the complexities of an imposed bilingual identity and to engage the students in English language learning. This paper provides insights into the struggles with the identity that young L2 learners face that will be of interest to all ESL teachers and shed further light upon the need for young people to learn in their MT. The experiences shared here suggest that translanguaging has the possibility of transforming teaching practice in Nigeria and other ESL environments.

Presenter 5 will share how she is using nontraditional teaching methods in neo-colonial settings like Jamaica to augment ideas of agency and power with teachers. This work is based in Critical Race Theory and ideas of emancipation. Rooted in music, Dianne shares ideas of decolonizing the mind using Bob Marley's "Redemption Song" as a guide to interrupt traditional practices while still honoring Jamaican histories and stories.

Presenter 1
Gustave J. Weltsek
Indiana University

Presenter 2
Esra Ibil
Indiana University

Presenter 3
Caitlyn Steckbeck
Indiana University

Presenter 4
Okwudilichukwu Ugwu
Handmaids Catholic Secondary School, Oyo State, Nigeria
University of Ibadan, Ibadan, Nigeria

Presenter 5
Dianne Wellington
Indiana University

Indigenous Community Engagement that Informs Language and Racial Justice Pedagogies in Contact Zones

Nora K. Rivera
Chapman University

Mónica Good
University of British Columbia Okanagan

We bring important global interdisciplinary perspectives to teaching in the Humanities in the areas that intersect language, culture, and critical studies. Our contribution will focus on how our research projects conducted in collaboration with Indigenous organizations inform our antiracist pedagogy. We will discuss our involvement in a community-engaged research project to co-organize the first International Unconference for Indigenous Interpreters and Translators in Oaxaca, Mexico, how Indigenous organizations pursue language justice by training Indigenous interpreters, and how this project brought forth other initiatives to help revitalize and reclaim Indigenous languages and knowledge. We will also discuss how informed by our research, we have developed new curricula that address racial and linguistic justice from multilingual and multicultural perspectives through multimodal and community-engaged pedagogy, challenging language ideologies that dictate who

receives justice and who does not. This is especially important in current times in a global scenario where, while trying to defend their traditional territories and natural resources, Indigenous peoples find themselves in contact zones that tend to disadvantage their languages, cultures and ways of knowing.

We have addressed these matters while creating and proposing new classes, for example, Monica has developed the curricula for courses that include Accounts of Resistance in Mexico and Guatemala, and Indigenous Knowledge in Mexican Literature. Nora has created the curricula for courses that include Multilingual Technical Communication, Technical Communication & Social Justice, and Latinx & Indigenous Rhetorics. As Latina researchers, educators, and community-engaged practitioners, we are committed to incorporating asset-based multilingual and multicultural practices and community engagement as important approaches to language and racial justice in both academic and public spaces.

POSTER SESSIONS

From the Margin to the Mainstream: Re-envisioning K-Pop Fans' Discourses and Translingual Practices in the Virtual Linguistic Landscapes

Suok Kwon, and Melody Lynch-Kimery

Indiana University

The rise of popularity of Korean pop (K-pop) in the Global North has generated multicultural and multinational interactions in online spaces. This has resulted in new digital linguistic realities in which K-pop fans' multilingual communication challenges anglophone-centric communications and establishes linguistic diversity.

Fans' discourses construct contact zones beyond borderlines and engender transnational identities that are performed through translanguaging practices. The exploration of fans' languages illuminates their active use of diverse symbolic resources and interfaces and creates expanded virtual linguistic landscapes (VLLs). To investigate language use by K-pop fans, specifically on social media, we built our ideas on actor-network theory to demonstrate the evolution of fan discourses through the reciprocity of human actors and platforms. We then bring ethnographic perspectives in our digital qualitative research to reveal distinctive characteristics of VLLs in K-pop fan discourse. For example, fans' multilingual practices are at the core of creating VLLs where the Korean language is used in the form of code-mixing and code-meshing with the choice of minority and indigenous languages. Multimodal or other semiotic communication is another remarkable feature as can be seen from the use and creation of internet memes. Also, fanmade songs and video covers are presenting fans' active engagement with new media technology and multidimensional social distribution. This study will shed light on the exploration of K-Pop fans' linguistic performances in that they challenge the industry's top-down agendas that foster commodification of Korean language learning and biased linguistic ideology. Therefore, the poster presentation will be structured to present diverse angles of K-pop fans' discourses followed by the description of VLLs and digital qualitative research methodology.

An Interdisciplinary Collaboration between a Multilingual Writing Instructor and an Instructional Designer in a First-year Multilingual Writing Class: A Reflective Story

Chaoran Wang

Colby College

Merve Basdogan

Indiana University

In this poster presentation, the two presenters, one with a Language Education background and the other in the field of Learning Technologies, will share their reflective experiences of teaching multilingual students' ways to engage with transliteracy (Sukovic, 2016), academic communication, and knowledge production using Web 2.0 tools in a first-year writing class. Specifically, the two presenters will share our collaborative efforts and stories of teaching a Web 2.0 based writing task in the writing intensive course. Following a self-study approach (LaBoskey, 2004), our collaborative stories and reflections allow us to think deeply of our teaching practice, converse with each other about teaching problems, and further learn from each other. In this presentation, we will discuss the rationale of our interdisciplinary collaboration, our process of designing the Web 2.0 based writing task for the academic writing class, as well as our reflections on the benefits and challenges of our pedagogy. We will also reflect on how our own different disciplinary backgrounds and training as educators shaped

our pedagogical choices and practices in the collaboration, and how this interdisciplinary collaboration in teaching, in turn, allowed our multilingual students to view and engage with academic communication and transliteracy in a creative and inclusive way. We will also address the limitations of our pedagogy and provide practical suggestions for improvement.

The Dawn of a New Dictionary: Reawakening the Cowlitz Coast Salish Language with Learners in Mind

Sam Myers

The Language Conservancy

Our proposed poster shows how the Cowlitz Indian Tribe (CIT), in partnership with The Language Conservancy (TLC), chose to reorganize Dale Kinkade's Cowlitz Coast Salish (CCS) dictionary (2004) to better support the CIT learner community. We released an online version of Kinkade's dictionary in February 2022. To make this dictionary accessible to non-linguists, which comprise the majority of new learners, we had to drastically reorganize Kinkade's entry structure. To illustrate its organizational shortcomings, we will compare scans of Kinkade's work to screenshots of the online dictionary's verbal entries. We will also discuss learner feedback and how it shapes our plans for future improvements to the new dictionary. In 1967, Kinkade conducted elicitation sessions with the last two first-language CCS speakers and dedicated the remainder of his life to compiling his Cowlitz Dictionary and Grammatical Sketch; CIT tribal members have used them ever since. Although this resource is useful, it was developed and formatted with linguists in mind. This is evident in Kinkade's use of roots, rather than stems, as entry headwords throughout the Cowlitz-to-English side of the dictionary. Since these roots cannot typically be used in isolation, this dictionary's primary unit of organization is difficult, if not impossible, for learners to decipher and can actively hinder language learning. To make the online dictionary's entries easier to understand, we promoted Kinkade's original subentries, which can be used in isolation, to entry status and demoted his root headwords to attributes of those new entries. In language revitalization/reawakening work it is imperative that we consider how to best present and organize language structure with learners in mind. Revitalization efforts have been ongoing within the Cowlitz Indian Tribe since the publication of Kinkade's dictionary, and it is our hope that improving upon this resource will help further the progress of this important cultural movement.

Microaggressions and Identity: Borderlands and LatCrit in Secondary Classrooms

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Latino/a youth experience microaggressions frequently in secondary schools, presumably altering the way the view, portray, and feel about their own identity. Educators are often not trained on how to handle microaggressions in schools and from my own experience I know educators often ignore these problems if they are unsure about how to approach them. After reviewing Gloria Anzaldúa's Borderlands Theory, Alison Crump's LangCrit Theory, Valdes' LatCrit Theory, and Rosa and Flores' Raciolinguistics perspective, potential strategies were developed to analyze Latino/a youths' experiences with microaggressions in secondary schools. This in-progress study will employ all theories to examine the ways in which Latino/a youth have experienced microaggressions in secondary classrooms. Using Narrative Inquiry and drawing from testimonio interviews from Latino/a youth, this study will explore their identity before, during, and after microaggressions in school and how their identity was broken down and reconstructed. Future implications will be discussed for educators and administration, giving them real tools and strategies needed to approach microaggressions in real-time when they happen in the classroom.