

International Society for Language Studies



2013 Conference
San Juan, Puerto Rico

**International Society for Language Studies
Official 2013 Biennial Conference Program**

Welcome to Puerto Rico and to the ISLS 2013 conference! We have a great program this year, including a variety of panel and individual paper sessions.

We have a few details and recommendations for presenters to keep in mind in preparation for the conference:

Technology

- 1) Each presentation room will have an LCD projector, a screen, AND A LAPTOP. Presenters should bring their PowerPoint presentation **on a USB drive and only use the laptop provided.**
- 2) Presenters requiring any additional equipment should plan to bring that equipment.

Presentation Guidelines

- 1) Each session will have a SINGLE paper or symposium. Single paper sessions are 25 minutes in length, and symposia are 1½ hours in length.
- 2) Please plan show up to your session 5 minutes before the session starts in order to have enough time to get your technology set up.
- 3) You should plan to allow 5-10 minutes for questions at the end of each presentation.
- 4) There are no session chairs or discussants at ISLS. To that end, it is vital that you monitor time and **end your session at the scheduled time** in order to allow the next presenter to set up. We recommend asking an attendee of your session to keep time for you.

Additional Information

- 1) You will need to stop by to check in and get your name badge and any conference-related materials before attending any sessions. Registration/Check-In will be open from 4:00 to 5:30 p.m. on Wednesday, June 12th for early arrivals, from 8-5 on June 13th and 14th, and from 8-12 on June 15th.
- 2) Stop by the registration area to check out the display samples of *Readings in Language Studies*, vols. 1-3. If you pre-ordered your volume 3, please stop by the registration desk to pick it up at any time the registration desk is open. If you did not pre-order volume 3, you will find an order form with all 3 volumes at a special conference rate in your conference packet.
- 3) A call for proposals for *Readings in Language Studies, Vol. 4* is included in your conference packet. We will begin accepting proposals on August 1st. Please consider submitting your conference paper for consideration in this volume.

ISLS 2013 Conference at a Glance**Wednesday, June 12, 2013**

4:00-5:30pm	Early Registration/Check-In
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Thursday, June 13, 2013

8:00am-5:00pm	Registration/Check-In
9:00-9:45am	Opening Session
10:00-11:55am	Concurrent Session 1
12:00-1:00pm	Lunch on your own
1:00-5:25pm	Concurrent Session 2
5:30-6:30 pm	Business Meeting (Open to everyone)

Friday, June 14, 2013

8:00am-5:00pm	Registration/Check-In
9:00-11:25am	Concurrent Session 3
12:00-1:30	Luncheon
1:30-4:55pm	Concurrent Session 4

Saturday, June 15, 2013

8:00am-5:00pm	Registration/Check-In
9:00-12:00	Concurrent Session 5
12:00-1:00	Lunch on Your Own
1:00-4:25	Concurrent Session 6
4:30-6:00	Social Gathering

SESSION SCHEDULE

WEDNESDAY, JUNE 12

4:00 p.m. – 5:30 p.m.	Registration Desk Open <i>Pre-Function Area, 2nd Floor</i>
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THURSDAY, JUNE 13

8:00 a.m. – 5:00 p.m.	Registration Desk Open <i>Pre-Function Area, 2nd Floor</i>
9:00 – 9:55 a.m. <i>La Puntilla</i>	<p>Opening Session: Bregando con el difícil: Perspectives on Language Policy in Puerto Rico <i>Catherine M. Mazak, University of Puerto Rico, Mayagüez</i> <i>Jorge Schmidt Nieto, University of Puerto Rico, Mayagüez</i> <i>Sharon Clampitt-Dunlap, Interamerican University, Ponce</i> <i>Roamé Torres González, University of Puerto Rico, Rio Piedras</i></p> <p>This panel brings together Puerto Rico-based scholars from diverse academic disciplines for a timely discussion about language policy in Puerto Rico. The panel will not only contribute to recent on-island debates about language policy, but will also serve to orient ISLS participants to some of the issues affecting language in Puerto Rico.</p>
10:00 – 11:25 a.m. Fortaleza A	<p>Symposium : Critical Engagement in Controversial Issues in the Classroom: The Politics of Neutrality, Dialogue, and Social Justice</p> <ul style="list-style-type: none"> • Paper 1: “We Should Look at Both Sides Before Making a Judgment”—But on Genocide? Ryuko Kubota, University of British Columbia • Paper 2: Incommensurable “Positions”: Can Radically Different “Points of View” Dialogue? Angel Lin, University of Hong Kong • Paper 3: “Which Side Are You On?”: Controversial Topics in a Linguistics-for-Teachers Course, Shelley Wong and Hye Young Shin, George Mason University <p>Discussant: Rachel Grant, George Mason University</p> <p>Focusing on the problems and possibilities of discussing controversial issues in the classroom, three papers explore how critical pedagogues can involve students and teachers in engaged dialogue and move from a rational position of liberal neutrality to a radical space that recognizes irrationality, emotionality, empathy, and imagination.</p>

10:00 – 10:25 a.m.	Concurrent Session 1A
Fortaleza B	<p>Fostering Multilingualism at a Bilingual University: Spanish versus Basque versus English [<i>Paper presented in SPANISH</i>] <i>Aintzane Doiz, University of the Basque Country</i> <i>David Lasagabaster, University of the Basque Country</i> <i>Juan Manuel Sierra, University of the Basque Country</i></p> <p>This paper focuses on the effect of the introduction of English-medium instruction at the officially bilingual University of the Basque Country (Spain). The quantitative and qualitative analyses revealed the existence of language tensions among the languages in contact. Parallelisms and differences were found among the bodies of the university community.</p>
Fortaleza C	<p>Integrating Social Awareness in Writing Class at a University in Phnom Penh, Cambodia <i>Virak Chan, University of Texas at San Antonio</i></p> <p>During a 16-week action research, 60 students wrote a weekly journal in which they summarized local news and responded to it. A teacher responded to selected entries weekly without focus on language errors. Content analysis at the end of the 16 weeks shows significant improvement in students' ability to critically respond to news around them.</p>
San Sebastian A	<p>English Linguistic Features and Disaffiliation in Spanish-Language Medical Consultations in an English Dominant Context <i>Caroline Vickers, California State University, San Bernardino</i> <i>Ryan Goble, California State University, San Bernardino</i></p> <p>This paper examines bilingual Spanish-English medical providers as they interact with monolingual Spanish-speaking patients in Spanish to determine use of phonological, lexical, and grammatical features of English in their medical Spanish and the affect on provider-patient affiliation. Implications for health outcomes and health equity training will be discussed.</p>
San Sebastian B	<p>Problematizing Qualitative Research in TESOL as a Vehicle for Social Issues <i>William Sughrua, Universidad Autónoma Benito Juárez de Oaxaca</i> <i>Mario López-Gopar, Universidad Autónoma Benito Juárez de Oaxaca</i> <i>Angeles Clemente, Universidad Autónoma Benito Juárez de Oaxaca</i></p> <p>Following Pennycook's "problematizing practice" (2001, 2004), this presentation casts doubt on certain key features of the qualitative research methodology typically utilized by researchers in TESOL; the purpose is to call for modified schemes of qualitative research to engage with the aims of social transformation and justice.</p>

10:30 – 10:55 a.m.	Concurrent Session 1B
Fortaleza B	<p>I'd Like You To Meet My Wife, or Maybe Not: How Married Lesbians Navigate Linguistic Norms <i>Julie Whitlow, Salem State University</i></p> <p>This paper explores the reference terms preferred by married lesbians to introduce and refer to each other. Interview data from 20 couples demonstrate that, despite widespread acceptance from their social networks, elements of fear, homophobia, and cultural biases often prevent the use of language that would disclose the status of their relationships in certain social contexts.</p>
Fortaleza C	<p>Dialect, Identity, and Language Ideology in a Bilingual Social Context: The D.C. Latino Community <i>Amelia Tseng, Georgetown University</i></p> <p>This paper applies quantitative phonetic analysis and qualitative stance-based discourse analysis to the recursive relationship between language use, identity construction, and social ideology in the English of Latinos in Washington, D.C. Preliminary results indicate /ae/ may perform stylistic work as speakers challenge social stereotypes through self- and other-positioning in conversation.</p>
San Sebastian A	<p>Critical Language Studies: Focusing on Identity Development through NS and NNS Co-Teaching in an EFL Context <i>Yilin Sun, Seattle Community Colleges</i></p> <p>This presentation examines the effectiveness of a co-teaching program of Fulbright-Haynes English Teaching Assistants (ETAs) and local English teachers (LETs) in an EFL context and how ETAs develop/transform their identities when co-teaching with local non-native English speaking teachers. Participants will be invited to participate in the discussion with the presenter.</p>
San Sebastian B	<p>Analyzing Discourses of Political Elites: Diasporic National Culture and Immigrant Identity <i>Jennifer Clary-Lemon, University of Winnipeg</i></p> <p>This presentation discusses the third phase of data collection and triangulation using a discourse-historical methodology in order to examine how the mid-twentieth century wave of Irish immigrants to Canada construct their identity through different discursive practices, focusing specifically on the discourses of political elites through examination of Irish political speeches, policy acts, and government documents.</p>

11:00 – 11:25 a.m.	Concurrent Session 1C
Fortaleza B	<p>Toward Anti-Racist Spanish Language Education <i>Adam Schwartz, University of South Florida</i></p> <p>This paper profiles two White college students of Spanish and examines how their talk about language discursively marginalizes Latin@s and reproduces Anglophone privilege within the Spanish educational context. We reconceptualize Spanish language curricula as anti-racist multicultural education, and propose community-inspired activities for application in and out of the classroom.</p>
Fortaleza C	<p>A Discourse of Critical Literacy Praxis: Conducting Collaborative Educational Research with Urban Youth Activists <i>Elizabeth Bishop, University of Pittsburgh</i></p> <p>This paper discusses the recent findings of the Drop Knowledge Project in New York City (DKPNYC). The DKPNYC is a cultural studies research project designed to excavate the discourses of youth activism and organizing in relation to critical literacy praxis through local and global social justice actions.</p>
San Sebastian A	<p>Bilingual Intercultural Education in Guatemala and Mexico: Teachers as Actors in Language Policy <i>Janelle Johnson, Metropolitan State University of Denver</i></p> <p>This study critically examines Indigenous education through teachers' voices; participants share the ways they negotiate language policies at the classroom level. Findings illuminate some of the progress that has been made in terms of Indigenous language-in-education policies and also highlight many complex challenges to language and social justice.</p>
San Sebastian B	<p>Missionary Kids and Their Learning of Local Language <i>Stephanie Vandrick, University of San Francisco</i></p> <p>This paper analyzes memoirs of U.S. and Canadian "missionary kids" (MKs) regarding which, if any, local languages the MKs learned, how and how much they learned, and their attitudes toward the languages. Colonial and social class lenses are employed, and implications for Western missionary-like projects are explored.</p>

11:30 – 11:55 a.m.	Concurrent Session 1D
Fortaleza B	<p>Between Language and Life: Biolinguistics and Necrolinguistics in Settler Colonialism's Structure of Genocide [Paper presented in SPANISH] <i>Malathi Iyengar, University of California – San Diego</i></p> <p>This paper examines the under-explored role of language policy in the U.S. settler-colonial project, focusing on the multi-faceted ways in which various language policies have been deployed in the service of increasing 'white' life and eliminating Native life.</p>

Fortaleza C	<p>Integrated Critical Literacy Practices with ELLs: A Challenge to the Segregated and Linear View of Literacy <i>Sunny Man Chu Lau, Bishop's University</i></p> <p>This yearlong research project on critical literacy (CL) shows how basic English instruction can be done from a social justice perspective. Through engagement in critical research on their cultural adjustment and discrimination concerns, these recent immigrant ELL participants gained not only language skills but also a sense of efficacy for social change.</p>
San Sebastian A	<p>“Lost Puppies” and “Saboteurs:” Critical Metaphor Analysis of a Local Newspaper Report on English Language Learners <i>Carla Chamberlin-Quinlisk, Penn State Abington College</i></p> <p>This presentation describes how discourse of a newspaper story on new immigrants in local schools may intend to elicit awareness and sympathy from readers but instead metaphorically positions English language learners as vulnerable or threatening. The analysis reveals tensions between attitudes of welcome and resistance toward immigration in the community.</p>
San Sebastian B	<p>An Investigation of the Interactional Experience of AAC-Users in the Workplace <i>Lucy Pickering, Texas A&M – Commerce</i> <i>Julie Bouchard, Texas A&M - Commerce</i></p> <p>Adults using augmentative and alternative communication (AAC) technologies in the workplace experience a significant gap in the capabilities of these systems compared to natural speech. Utilizing a one-million word corpus comprising everyday workplace interaction between AAC and non-AAC users, we report the strategies employed during these interactions.</p>

12:00 p.m. – 1:00 p.m.	Lunch on your own
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1:00 – 2:25 p.m. Fortaleza A	<p>Symposium: Ideologies at the intersection of Discourse and Social Justice: Deepening our Understanding of the Paradoxical Relations <i>Bryan Meadows, Fairleigh Dickinson University</i> <i>Linda Waugh, University of Arizona</i> <i>Theresa Catalano, University of Nebraska – Lincoln</i> <i>Helena Guerrero, Universidad Distrital, Colombia</i> <i>Kelly Lowther Pereira, University of North Carolina – Greensboro</i> <i>Jacob Neumann, University of Texas – Pan-American</i></p> <p>This panel explores the interplay between ideologies and discourse for the constraints posed for social justice. Paradoxically, this interplay presents opportunities for corrective transformative action. Through a CDA lens, we explore this interplay in diverse settings, thus deepening our understanding of the place of ideology in discourse and social justice.</p>
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1:00 – 1:25 p.m.	Concurrent Session 2A
Fortaleza B	<p>The Power of the Doctor: How Future Health Care Providers see Latin@ Patients [<i>Paper presented in SPANISH</i>] <i>Karmin San Martín, University of Texas – San Antonio</i></p> <p>This paper will discuss how the relations of power are balance between the doctor and patient relationship and how language play a role in the power inequalities between physician and patient. Moreover, the researcher analysis in detail how future health-care providers with Spanish as heritage language interpret the inequalities and struggles patients suffer.</p>
Fortaleza C	<p>Community Building in an International Setting: Identifying the Linguistic and Cultural Hegemony of a Context <i>Xae Alicia Reyes, University of Connecticut</i></p> <p>Globalization efforts involve conflicting ideologies and linguistic and cultural (mis)understandings. Here the presenter examines discourses of participants to explore resistance from members of the host culture to guidance from a non-member within the broader context of teaching and learning in an Asian setting where English was the medium of instruction.</p>
San Sebastian A	<p>Contexts and Consequences for Student AAE Use in the Classroom <i>Jill Hallett, University of Illinois at Urbana-Champaign</i></p> <p>This research takes a critical discourse analytic approach to the contexts in which student use of African American English (AAE) occurs. Context is examined for type of engagement, teacher turn length, and teacher response to student AAE use. Student AAE use is analyzed by ethnicity, gender, teacher, and features used.</p>
San Sebastian B	<p>English, Aid, and Social Justice: An Exploration of the Role of English Language Teaching in the Building of Open Society <i>Amy Minett, Salem State University</i></p> <p>This paper presents findings from dissertation research on the role of English language teaching in the building of open societies. Specifically, the paper will share the ways in which participants involved in English language aid programs construct English as contributing to--and constraining--opportunities for creating just and open societies.</p>

1:30 – 1:55 p.m.	Concurrent Session 2B
Fortaleza B	<p>Diphthongal [aw] in Spanish in Puerto Rico: Covert Prestige and Linguistic Inequality <i>Elizabeth Dayton, University of Puerto Rico at Mayaguez</i></p> <p>This paper argues that the outcome of elision of /d/ in –ado in Spanish in Puerto Rico is realized as a perceptually salient diphthong [aw]. A Matched Guise Test points towards linguistic inequality and the covert prestige of [aw] as a Puerto Rican identity marker within Puerto Rico.</p>
Fortaleza C	<p>Validating the Evaluation Criteria Used to Assess the Oral English Proficiency of International Teaching Assistants <i>Ting Xiao, University of Cincinnati</i></p> <p>Do oral English proficiency tests (OEPTs) assess skills perceived important by international teaching assistants (ITAs)? What speaking constructs best predict ITAs' proficiency? This presentation shares findings of a study investigating the correlation between ITAs' language perceptions and OEPT evaluation criteria. Implications for ITA test and curriculum design will be discussed.</p>
San Sebastian A	<p>The Role of (Dis)Trust in Internationally Educated Professionals' Discursive Constructions of their Canadian Employment <i>Julie Kerekes, University of Toronto</i></p> <p>An interactionist sociolinguistic approach is used to understand the experiences of internationally educated professionals, and of their Canadian-educated counterparts, seeking employment in Toronto. Data from 60 interviews highlight contrasting experiences, resultant ideologies, and the participants' emergent perspectives on whether or not Canada is to be trusted.</p>
San Sebastian B	<p>Investigating the Impact of Classroom Talk on the Social Justice of a Heterogeneous Spanish Class <i>Elizabeth Goulette, State University of New York at Buffalo</i></p> <p>My research investigates interactions between heritage language and foreign language learners in a beginning Spanish classroom. In unpacking the discourse, I exhibit how specific students were either privileged or marginalized by classroom talk. I assert that educators must recognize that their instructional choices impact social justice in the classroom.</p>

2:00 – 2:25 p.m.	Concurrent Session 2C
Fortaleza B	<p>Un-Silencing the Afro-Puerto Rican Voice <i>Carmen Milagros Torres-Rivera, University of Puerto Rico Humacao</i></p> <p>The presentation “Un-Silencing the Afro-Puerto Rican Voice” is a dissertation project that focuses on how the Afro-Puerto Rican perspective is nonexistent in Puerto Rican children’s literature. A collection of short stories is proposed to provide students with a new literary approach to language learning.</p>
Fortaleza C	<p>Language Development, Socialization, and Identity: Lessons from an L2 Writing Course <i>John W. Schwieter, Wilfrid Laurier University</i></p> <p>This chapter discusses the effectiveness of an imagined learning community in an advanced L2 composition class which effectively increased investment in learning and positively shaped L2 identity. Several important issues emerged from open-ended interviews that the project overall fostered a learning environment in which creative expression of individuality was central.</p>
San Sebastian A	<p>Facilitated Empowerment: Social Actor Representation in Recent Critical Research Among Minority Language Learners <i>Elizabeth Miller, University of North Carolina at Charlotte</i></p> <p>Based on a meta-analysis of twenty-five critical research studies, published since 2007, this study uses social actor analysis to analyze how “students” and/or “learners” are positioned as inagentive objects or as having agency facilitated by teachers and researchers. It will discuss the implications of such representations for critical research.</p>
San Sebastian B	<p>Language Rights for Hispanics in the Aftermath of the Mexican-American War <i>Eduardo Faingold, University of Tulsa</i></p> <p>A close reading of the Treaty of Guadalupe Hidalgo (1848) reveals that this treaty does not guarantee language rights for US Hispanics, since it never mentions them. Sounder legal arguments for language rights for US Hispanics can be made under the US Constitution and the Civil Rights Act of 1964.</p>
<p>2:30 – 3:55 p.m. Fortaleza A</p>	<p>Symposium: Language and Identity Trajectories among Immigrant Youth in the US <i>Cecilia Cutler, City University of New York, Lehman College</i> <i>Immaculee Harushimana, City University of New York, Lehman College</i> <i>Janet Awokoya, United Negro College Fund</i></p> <p>The panelists examine how immigrant youth in the US feel about their identities and how they come to terms with rejection and alienation both from their native language culture and from the host society. Comparisons will be drawn with speakers of urban youth vernaculars outside of the US.</p>

2:30 – 2:55 p.m.	Concurrent Session 2D
Fortaleza B	<p>Intricate Identity Construction of Asian Immigrant High School Students in the Midwest USA Allied with Language and Culture <i>Hidehiro Endo, Akita International University</i></p> <p>This qualitative study centers on the voices and experiences of Asian immigrant high school students in the US educational milieu. I conducted an in-depth case study to look into what role language and culture play in Asian immigrant high school students' identity construction.</p>
Fortaleza C	<p>Institutional Language Changes: Passive Discrimination Towards Social Groups <i>Antonio Reyes, Washington & Lee University</i></p> <p>This study points to language design as a example of social injustice and allows a better understanding of what language use means to its users and what people do with language. It analyzes the normative language changes proposed by the Spanish Royal Academy and language users' reactions to those changes.</p>
San Sebastian A	<p>Where Does Prosperity Come From? What do Venezuelan Textbooks Say? <i>Carmen Geraldine Arteaga Mora, Universidad Simón Bolívar</i></p> <p>This paper presents preliminary findings of research on discursive social representations in Venezuelan fifth and sixth grade primary textbooks. The paper deals with the representation of the creation of wealth in society, and how the efforts of different social groups contribute to that creation.</p>
San Sebastian B	<p>A Critical Examination of Language Attitudes and Cantonese Language and Identity in the PRC <i>Dana Ng, University of Cincinnati</i> <i>Juanjuan Zhao, University of Cincinnati</i></p> <p>While China has a language policy that promotes Putonghua as the official language, English has begun to gain popularity from elementary to higher education. Data from a language survey conducted in Guangdong Province will show the current language attitudes and identities held by Cantonese university students.</p>

3:00 – 3:25 p.m.	Concurrent Session 2E
Fortaleza B	<p>Pre-Service Teachers' Discourse on Social Justice and Puerto Rican Resistance to Deculturalization <i>Mary Frances Agnello, Texas Tech University</i></p> <p>This research examines the written discourse with which pre-service teachers comprised of 20 females and 3 males in a School, Society, and Diversity class elaborate on American foreign policy to deculturalize Puerto Rico from the perspective of social justice with regard to official language and Puerto Rican resistance to deculturalization.</p>

Fortaleza C	<p>Topic Management Strategies in Conversation with a Newly Acquainted People <i>Mayumi Usami, Tokyo University of Foreign Studies</i></p> <p>This study reveals that Japanese women's conversational style or language manipulation, which has been reported to be passive, is changing to be more active, whereas the sense of seniority still remains strong in Japanese culture and is clearly reflected in topic management strategies.</p>
San Sebastian A	<p>Unearthing a Sense of Cosmopolitan Social Justice in Middle Eastern Students Through an Analysis of Media Language <i>Naghmana Ali, American University of Sharjah</i></p> <p>In view of Fairclough's work on Critical Discourse Analysis (1995) students evoke a dialogic cosmopolitan classroom curriculum that articulates their sense of social justice, about issues such as honor killings in certain Middle Eastern countries, or the value-laden discourse used by the Eastern and Western media to report events</p>
San Sebastian B	<p>Language, Identity, and Experience in a Figured World of Achievement <i>Limarys Caraballo, Queens College, City University of New York</i></p> <p>Students' experiences of language and literacy are embedded in multiple raced, classed, and gendered identities. This paper examines how students negotiate multiple languages, literacies, and identities in academic contexts in order to challenge conceptions of curriculum and achievement that perpetuate restrictive learning environments for minoritized students.</p>

3:30 – 3:55 p.m.	Concurrent Session 2F
Fortaleza B	<p>Language Policy versus Social Justice: The Continuing South African Saga <i>Timothy Reagan, Nazarbayev University</i></p> <p>This presentation will focus on language policy in South Africa. Apartheid era policies are reviewed, followed by discussion of post-1992 ANC alternatives, including those of the Constitution. Government language practice will then be examined in light of the extent to which current policy promotes social justice in South African society.</p>
Fortaleza C	<p>Citizenry and the Public Sphere: Critical Discourse Analysis of Mass Media Representations of the Occupy Movement <i>Katherine Morelli, University of Massachusetts, Boston</i></p> <p>Through critical discourse analysis, this paper seeks to examine and reveal the principles, practices, and discourse stratagems behind the mainstream media's unjust crafting and construction of public knowledge surrounding the Occupy Movement and its consequent silencing of American citizens.</p>

San Sebastian A	<p>Brokering the Immigrant Bargain: Negotiating Language, Power, and Identity in Mexican Immigrant Families <i>Steven Alvarez, University of Kentucky</i></p> <p>This presentation draws from longitudinal qualitative research into how English language acquisition and literacy transformed family relations within a specific Spanish-dominant, grassroots immigrant community program. I examine how the after-school mentorship program intervened to align potentially diverging educational expectations between Mexican immigrant parents and their emerging bilingual children. The program's educational outreach model opened lines of communication about schools and opportunities between volunteer mentors and families. I argue that such a model exemplifies how all after-school literacy programs engaging local communities should tolerantly approach mentoring educational expectations among immigrant-generation families.</p>
San Sebastian B	<p>Vulnerable Observer, Vulnerable Participant: Documenting Trauma Narratives in Classroom Writing <i>Angela Wiseman, North Carolina State University</i></p> <p>This presentation explores the ethics, tensions, and possibilities that occur when stories of trauma are shared in classrooms. Drawing on critical literacy and trauma studies, this research uses case studies of middle school students to explore how students use their literacy practices to understand and represent trauma in school.</p>
<p>4:00 – 5:25 p.m. Fortaleza A</p>	<p>Symposium: Examining Discourses on Race and Language: A Critical Analysis of Reflective Journals in Service Learning Courses <i>Tina M. Durand, Wheelock College</i> <i>Jane A. Yedlin, Wheelock College</i> <i>Carmen Veloria, Suffolk University</i> <i>Tryan McMickens, Suffolk University</i></p> <p>In this symposium, we present a critical examination of the written narratives of mainland U.S. college students who participated in service learning programs at two urban institutions as they emerged through reflective journaling. Students' reflections on issues of race, ethnicity, gender, class, privilege, language, and social justice will be discussed.</p>
<p>4:00 – 4:25 p.m.</p>	<p>Concurrent Session 2G</p>
Fortaleza B	<p>A Discourse Analytic Approach to Language Use in Puerto Rican Politics: A Paradox of Identities [Paper presented in SPANISH] <i>Juan Escalona-Torres, University of Hawaii at Manoa</i></p> <p>This study explores different discourses produced in two mainstream newspapers in Puerto Rico in order to shed light on the ways that political affiliation is tied to language and national identities on the island. The analysis explores how ideologies of language policy are politicized and displayed as such through mainstream textual mediums.</p>

Fortaleza C	<p>Developing an EFL Critical Curriculum Project in Haiti – Two Stories <i>Gertrude Tinker Sachs, Georgia State University</i></p> <p>This paper is a report and critique on the development of a critical curriculum project in Haiti. The unevenness of the two presenters' backgrounds and roles in the project will be theorized as they tell the story of the development of this work.</p>
San Sebastian A	<p>Transition from Coptic to Arabic in Early Muslim Egypt: Resolving a Sociolinguistic Puzzle <i>Mahmoud Azaz, University of Arizona</i></p> <p>This paper attempts to solve the puzzle of the transition from Coptic to Arabic in early Muslim Egypt. It investigates the interplay between the in/deliberate language planning policies that the Arabs developed after 640 AD. It concludes with a complex matrix of factors that led to the spread of Arabic.</p>
San Sebastian B	<p>Contextual Relevance, Social Justice and Language Studies <i>Rachel Grant, George Mason University</i> <i>Maryam Salashoor, George Mason University</i> <i>Hana Juma, George Mason University</i></p> <p>What cultural, ideological, and other factors challenge teachers to exemplify principles of social justice? Contextually relevant pedagogy informs this study of teachers' perspectives on the role of context in identifying and utilizing classroom practices informed by geo-political, socio-historical and cultural circumstances in language teaching.</p>

4:30 – 4:55 p.m.	Concurrent Session 2H
Fortaleza B	<p>Choice of Words and Social Justice <i>Milford Jeremiah, Morgan State University</i></p> <p>Politicians and pundits use language that reflects a specific point of view that, in most cases, reveals differences about specific policy issues, including social justice. This presentation discusses a select number of expressions heard in political discourse to show how competing sides communicate the idea of social justice.</p>
Fortaleza C	<p>Language Planning and Teacher Attitudes <i>Sandra Duval</i> <i>Géraldine Duval</i></p> <p>Policies regarding language (Spanish, French, and Haitian-Creole) use for the education of Caribbean students in the United States have always been controversial. For example, for Haitian bilingual programs, beyond mere methodological contention, the fundamental issue of the very language choice of instruction incites discord. The research explored in particular factors that may correlate with bilingual education teachers' attitudes toward language use.</p>

San Sebastian A	<p>The Forging of Social Justice and the Rhetoric of the Philippine Left <i>Gene Navera, National University of Singapore</i></p> <p>The paper examines how the notion of social justice is conceptualized in the discourse of the Philippine left vis-a-vis the rhetoric of the incumbent Philippine government. Using a schema-theoretic framework, the paper analyzes statements released online by the militant Communist Party of the Philippines and the party-list group Bayan Muna.</p>
San Sebastian B	<p>Exposing the Need for Critical Pedagogy in Teacher Education for Culturally and Linguistically Diverse Learners <i>Joanne Sellen, Western Illinois University</i></p> <p>Using Bartolomé's (2004) study of the commonalities of effective teachers of ELLs as a framework, a qualitative study was conducted to uncover critical pedagogical dispositions evident or lacking in teachers in an online bilingual/ESL endorsement course. The presenter will discuss the implications for critical pedagogy in ELL teacher education coursework.</p>
5:30 p.m. – 6:30 p.m.	<p>Business Meeting <i>La Puntilla</i></p>

FRIDAY, JUNE 14

8:00 a.m. – 5:00 p.m.	<p>Registration Desk Open <i>Pre-Function Area, 2nd Floor</i></p>
9:00 – 10:25 Fortaleza A	<p>Symposium : The Graduate Student and Establishing Scholarly Opportunities <i>Ryuko Kubota, University of British Columbia</i> <i>Timothy Reagan, Nazarbayev University</i> <i>Theresa Austin, University of Massachusetts, Amherst</i> <i>John Watzke, University of Portland</i> <i>Paul Chamness Miller, Akita International University</i> <i>Elizabeth Miller, University of North Carolina - Charlotte</i></p> <p>This symposium is an informal panel discussion geared for the graduate student and tenure-seeking faculty. In this panel, the presenters will discuss concerns in submitting manuscripts for peer review, what to do with reviewers' comments, and common truths and myths about publishing. They will also discuss ways that graduate students can begin to build connections within the scholarly community in terms of publishing and service, advice for finding the position that's the right fit, and how to balance each of the 3 areas of scholarship, teaching and service.</p>
9:00 – 9:25 a.m.	<p>Concurrent Session 3A</p>
Fortaleza B	<p>Indigenous Ways of Knowing: The Circle of Knowledge <i>Mark Aquash, University of British Columbia</i></p> <p>The Circle of Knowledge is a study that reflects revitalization of language and Indigenous knowledge due to the history of colonization in North America. This paper focuses on documenting successful and effective pedagogical strategies that addresses fluency in Anishinaabe language through community initiatives, activities and an immersion school.</p>

Fortaleza C	<p>Qué Revolú: The “¡Atrévete y Dilo!” Campaign and Language Legitimation in Puerto Rico <i>Elaine Shenk, Saint Joseph's University</i> <i>Ashlee Dauphinais Civitello, Universidad de Puerto Rico</i></p> <p>Using frameworks of Critical Discourse Analysis and language legitimation, this paper examines the intent and impact of the ¡Atrévete y dilo! radio campaign in Puerto Rico in its presentation and affirmation of a uniquely Puerto Rican Spanish. The analysis focuses on discourses from news media, blogs, and interviews.</p>
San Sebastian A	<p>An Intertextual Analysis of the Black Church Bulletin: Affirming the Language, Literacy, and Social Identity Development of African American Youth <i>Tryphenia Peele-Eady, University of New Mexico</i></p> <p>This paper presents an intertextual analysis of church bulletins printed for morning worship services at a Black church community in northern California. Findings show the bulletins supported a framework for socializing youth to membership (Author, 2011) and introduced selected Discourses that members considered central to their experiences. Implications for literacy and identity development of African American youth are considered.</p>
San Sebastian B	<p>Telecollaboration, Intercultural Dialogue, and Social Justice in an Online Community of Practice of Language Teachers <i>Derya Kulavuz-Onal, University of South Florida</i></p> <p>Global online teacher communities have tremendous potential to promote interculturality and social justice. In this presentation, drawing on online ethnographic data on one such community, Webheads in Action, we will illustrate how social justice is promoted in such communities through telecollaborations and intercultural exchanges among language teachers and their students.</p>

9:30 – 9:55 a.m.	Concurrent Session 3B
Fortaleza B	<p>“With this Phrasebook You’ll Preserve your Dirty Ears, Unknown Future and all your Teeth” <i>Richard Hallett, Northeastern Illinois University</i></p> <p>This paper provides a Critical Discourse Analysis (CDA) of the vocabulary presented in three phrasebooks on Indian languages published by Lonely Planet. This paper claims that the vocabulary and cultural items in these phrasebooks are for the promotion not of language learning but rather of an exotic Other.</p>
Fortaleza C	<p>Language Assessment Development with Haitian Teachers <i>Beverly Baker, McGill University</i></p> <p>This is a report on my work with Haitian teachers and the Haitian Ministry of Education in the collaborative development of English language national examination questions. This workshop addresses two challenges in improving educational outcomes in Haiti: lack of teacher training and problems with quality in high stakes examinations.</p>

San Sebastian A	<p>Commodification of Culture: Global Marketing of Local Multiculturalisms <i>Denise Egea-Kuehne, Louisiana State University</i></p> <p>Using Marx’s notion of culture as “social relations,” and Geertz’s definition of culture as “webs of significance,” I draw on Serres’s and Derrida’s texts, and on Benetton’s multicultural, multiracial “two-tone campaign” and their new Unhate Foundation campaign, to explore some consequences of the trend toward a global commodification of culture.</p>
San Sebastian B	<p>Increasing the Odds: Facilitating Social Mobility Through the Creation of English Language Empowered Content Area Teachers <i>Judith Orogun, University of Technology, Jamaica</i></p> <p>In some countries, mastery of the official language is the gatekeeper to many opportunities. For some persons, the gate remains closed. This paper explores strategies that seek to infuse English language skills into a teacher education programme. The goal is to facilitate language competence in both the teachers in training and their future students.</p>

10:00 – 10:25 a.m.	Concurrent Session 3C
Fortaleza B	<p>Indigenous American Linguistic Diversity in the Geographic West: A New Earth World View [<i>Paper presented in SPANISH AND ENGLISH</i>] <i>Kristine Harrison, University of Wisconsin-Madison</i></p> <p>Examples of language shifts in the indigenous Americas are semiotically presented against claims of relativity and linguistic “markets”, addressing the paradox of language purposefully eliminated but optionally revitalized. Education is the medium and message for a socially just paradigm shift holistically viewing linguistic diversity as an ecological and human resource.</p>
Fortaleza C	<p>Writing Poetry As Research in Education: A Cultural Borderland Worth Traveling <i>Allisa Hall, University of Georgia - Athens</i></p> <p>This theoretical paper argues classrooms represent rich cultures for study and analysis through poetic craft. Writing and revising guides teacher-researcher-poets to “support students’ potential to add their voices to a more socially just and democratic society” (Cahnmann, 2003, p. 34), while enabling reflection and full engagement in their teaching practices.</p>
San Sebastian A	<p>Teach Meh to Write; But Respec’ Meh Right <i>Renee Figuera, University of the West Indies</i> <i>Leiba Ferreira, The University of Southern Caribbean</i></p> <p>This paper argues that finding ways to validate the vernacular in English for Academic Purposes in the tertiary sector will create an environment for social justice, and will also foster linguistic and psycho-educational desegregation. In this context, a pilot study investigates the deliberate use of the vernacular as an assessment component for an English Composition I, among students, at the University of the Southern Caribbean, Trinidad and Tobago.</p>

San Sebastian B	<p>Translation Technologies and the Way They Engage People <i>Iulia Mihalache, Université du Québec en Outaouais</i></p> <p>Technological advances have changed the way people design their life and communicate. Translation technologies have had an impact not only on translators but also on users who need to communicate. This presentation will focus on the implications of translation technologies development for user access, data exchange, skill development and communicational and social practices.</p>
10:30 – 10:55 a.m.	Concurrent Session 3D
Fortaleza B	<p>Breaking Language and Social Barriers: Student Teacher Mentorship of At-risk Youth at a Foster Care Institution <i>Rosita Lisa Rivera, University of Puerto Rico Mayaguez</i> <i>Elenita Irizarry Ramos, University of Puerto Rico Mayaguez</i></p> <p>The Educators' Community Outreach was developed to provide bilingual language skills tutoring in a foster care institution, via student teacher mentorship. This study investigated the language teaching and learning experiences of student teachers and the impact the language program had on the learners.</p>
Fortaleza C	<p>Decoding the Concept of “Good Language Teacher” (GLT) Identity: The Case of Publicly Available Documents in South Korea <i>So-Yeon Ahn, State University of New York at Buffalo</i></p> <p>Employing social semiotic multimodal analysis of publicly available documents (e.g. promotional websites, language policy), the study identifies and investigates general orientations toward what makes a “good” English language teacher (GLT) in Korean society and urges revision of these ideologically-underpinned concepts is central to promoting social justice in language education.</p>
San Sebastian A	<p>Non-Native Teachers & English-Language Teaching: Critical Social Choices in the Mexican Context <i>Gerrard Mugford, Universidad de Guadalajara</i></p> <p>In Mexico, English-language teachers are generally non-native speakers and their task is normally to teach American English using imported teaching methodologies and textbooks often to help students achieve international certificates. This presentation examines whether the pursuit of such objectives and teaching practices accurately responds to the Mexican students' social needs.</p>
San Sebastian B	<p>The Discursive Hierarchization of Social Actors in Spanish-Language Print Media <i>Megan Strom, University of Minnesota, Twin Cities</i></p> <p>In this presentation, I explain the results of a critical discourse analysis of the representation of Latino social actors in Spanish-language media in the United States through the lens of postcolonial theory. Results demonstrate how fluid representations of alterity challenge those representations traditionally found in the mainstream media.</p>

11:00 – 11:25 a.m.	Concurrent Session 3E
Fortaleza B	<p>Code-Scaffolding in a Puerto Rican University Science Class: Translanguaging to Access to Scientific Discourse <i>Catherine Mazak, University of Puerto Rico Mayaguez</i> <i>Claudia Herbas-Donoso, University of Puerto Rico Mayaguez</i></p> <p>This case study describes how the use of code-scaffolding (a type of classroom translanguaging practice) at a Puerto Rican university works to apprentice students into the scientific discourse community, and argues that this is an act of social justice as it helps students access discourses of power.</p>
Fortaleza C	<p>Fundamental for Social Justice: Cultural Sensitivity of Interpreters <i>Alysse Rasmussen, Valencia College</i></p> <p>Findings of the doctoral research conducted with self-identified, working interpreters (N=189) by Rasmussen while at Union Institute & University. Participants completed the Intercultural Development Inventory (measures Bennett's Developmental Model of Intercultural Sensitivity). Results indicated further development is necessary to establish cultural sensitivity that would promote/support social justice.</p>
San Sebastian A	<p>Practicing Critical Pedagogy in a Neoliberal EFL Context <i>Gordon West, University of Hawaii at Manoa</i></p> <p>This presentation reports a first-person account of attempts at practicing critical pedagogy in a private language school in Korea over a three year period. Specific pedagogical practices, challenges, responses, and results will be discussed to show that critical pedagogy is possible and desirable within a neoliberal EFL model.</p>
San Sebastian B	<p>The Language of Art for Promoting Social Justice <i>Paul Chamness Miller, Akita International University</i> <i>Hidehiro Endo, Akita International University</i></p> <p>Learners do not always have the words to express their experiences in schooling. Other media for expression, such as creating artistic projects, provides the opportunity for individuals to express themselves beyond words. This session explores the neglected emotions and voices of queer youth who are currently enrolled in a charter school portrayed as a safe haven for all through the language of art.</p>
12:00 p.m. – 1:30 p.m.	Luncheon <i>Palio Restaurant</i>

<p>1:30 – 2:55 p.m. Fortaleza A</p>	<p>Symposium: Exploring Teachers' Pedagogical Practices as Potential Agents of Social Justice in Language Minority Classrooms</p> <ul style="list-style-type: none"> • Paper 1: “Classroom language policies and practices: social justice for ELLs through the co-construction of knowledge” Lauren Romero and Sovicheth Boun, University of Texas at San Antonio • Paper 2: “When a Language of Instruction is Imposed: Language Negotiations in a Bilingual-Education Classroom” Armando Garza, University of Texas at San Antonio • Paper 3: “Social Justice and Classroom Discourse: Effect of L1 use on participation and information access in the Adult ELL Classroom” Jennifer Swoyer, University of Texas at San Antonio <p>Discussant: Juliet Langman, University of Texas at San Antonio</p> <p>This session examines how teachers address educational language policies guided by standardization, modernization, and ‘equity’ of opportunity ideologies that ignore minority social and linguistic capital, thus failing to uphold principles of social justice. Papers examine bilingual-education, secondary sheltered, and adult-ESL classrooms in Texas, through a sociocultural, community of practice framework.</p>
<p>1:30 – 1:55 p.m.</p>	<p>Concurrent Session 4A</p>
<p>Fortaleza B</p>	<p>Destitute Women, Disease-Stricken Men: Subverting Gender Normativity in Leopoldo Torre Nilsson’s <i>Boquitas Pintadas</i> <i>Assen Kokalov, Purdue University North Central</i></p> <p>The presentation explores the multiple ways in which Leopoldo Torre Nilsson’s film <i>Boquitas pintadas</i> (1974) deconstructs and subverts traditional gender roles. It uses several critical approximations related to queer, gender, feminist, and film studies such as those elaborated by Judith Butler, Alison Butler, David William Foster, and Alexander Doty.</p>
<p>Fortaleza C</p>	<p>Affective and Learner Variables and Language Learning: Case Study of Five Less Commonly Taught Languages <i>Rabia Redouane, Montclair State University</i></p> <p>The study investigates the relationship between affective variables and linguistic performance of one hundred university learners of five LCTLs (Arabic, Chinese, Hebrew, Japanese, and Russian). Data will be analyzed and findings will be discussed. Based on the findings, pedagogical suggestions for teachers of these LCTLs will be proposed and recommendations to enhance students' motivation and attitude toward learning these languages will be also offered.</p>
<p>San Sebastian A</p>	<p>The Beauty of a Tapestry Lays in the Diversity of its Colors <i>Clotilde Barbier, University of Sonora</i></p> <p>Teaching French Language-Culture nowadays can’t be done anymore without considering the francophone dimensions of a language which is spoken by millions of French speakers around the world. This study looks at the phenomena of French speaking countries (Francophony) in Didactics of Language-Culture and at how both actors of teaching, manuals and teachers consider it or not in their practice.</p>

San Sebastian B	<p>Applying Racist Nativism Theory to Arizona: An Educational Policy Case Study <i>Oscar Jimenez-Castellanos, Arizona State University</i></p> <p>Given the pervasive anti-immigrant climate that has penetrated the social, political and educational spheres of Arizona, a deep analysis of education policy is necessary to dismantle the social structures and cultural values that continue to perpetuate racist nativist strategies. In this article the authors utilize the concept of racist nativism, informed by LatCrit, as a way to challenge the dominant discourse about immigration in the state of Arizona, and better understand the experiences of immigrants of color who continue to be subjected to racist nativist attitudes.</p>
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2:00 – 2:25 p.m.	Concurrent Session 4B
Fortaleza B	<p>Dialect and Censorship in Puerto Rican Spanish: The “ABC de Puerto Rico” <i>[Paper presented in SPANISH]</i> <i>Gloria D. Prosper-Sánchez, University of Puerto Rico, Río Piedras</i></p> <p>In 1968, the “ABC de Puerto Rico” was published and then immediately censored. Through documentation and analysis of its history and content, this study examines the “ABC” in the context of language education policy, the public imaginary regarding dialect in Puerto Rican society, and the development of an endogenous canon.</p>
Fortaleza C	<p>Implementing Social Justice in the Foreign Language Classroom: The Role of Critical Pedagogy <i>Timothy Reagan, Nazarbayev University</i></p> <p>A major criticism of critical pedagogy (CP) in general, and toward critical approaches to the teaching of foreign languages in particular, is the difficulty of relating theory to pedagogical practice. In this presentation, I will offer examples of how CP can be integrated with other approaches to teaching foreign languages.</p>
San Sebastian A	<p>Ethical Issues and ESL Services in K-12 Classrooms <i>Daniela DiGregorio, Wilkes University</i> <i>Susan Featro, Wilkes University</i></p> <p>The recent budget cuts in education have had a significant impact on ESL programs in K-12 school districts. Many school districts cannot afford the ESL services that would be aligned with the federal laws and ESL guidelines. This situation has a negative influence on ESL students and their families.</p>
San Sebastian B	<p>The Dynamic Turn and Plurilingualism: Social Justice in a (White) Neoliberal Age <i>Nelson Flores, University of Pennsylvania</i></p> <p>This paper merges Critical Whiteness Studies and Foucault’s analysis of neoliberalism to unpack power relations embedded within the dynamic turn in applied linguistics and the rise of plurilingualism in Europe to raise words of caution about uncritically accepting this framing of the fight for social justice in applied linguistics.</p>

2:30 – 2:55 p.m.	Concurrent Session 4C
Fortaleza B	<p>Language Policies in Post Secondary Education: Conflicting Assumptions of Bilingualism in Puerto Rico <i>Kevin Carroll, University of Puerto Rico Mayaguez</i> <i>Catherine Mazak, University of Puerto Rico Mayaguez</i> <i>Rosita Rivera, University of Puerto Rico Mayaguez</i></p> <p>This paper will examine language policies in higher education and the impact they potentially have on instruction in Puerto Rico. Language policies affecting college students either facilitate student success or exclude populations who lack linguistic capital. Special attention will be paid to policies on the island and around the world.</p>
Fortaleza C	<p>The Under use of Professional Interpreters and the Quality of Health Care <i>Roxana Delbene, New York City College of Technology</i></p> <p>This study argues that the under use of professional interpreters, including the substitution of professional interpreters by bilingual personnel, contributes to widen even further the current gap of healthcare disparities in the United States. The purpose of this paper is to describe the interactional characteristics of the encounter between health care providers and patients when it is mediated by a professional interpreter, and the interactional differences that may arise when non professionals serve as interpreters.</p>
San Sebastian A	<p>Neither Fish Nor Fowl: The Anomalous Position of ESL Programs <i>Deborah Osborne, Park University</i></p> <p>Huge numbers of international students study abroad, and many require language preparation. Despite the demonstrated value of these students, they, and the programs and professionals which serve them are often treated as 'second-class citizens'. We will discuss how and why this is so, and how the situation may be rectified.</p>
San Sebastian B	<p>Perceptions and Realities: First-Generation Mexican Immigrants and their Spanish/English Literacy and Language Skills <i>Armando Garza, University of Texas at San Antonio</i></p> <p>Through sociocultural and critical race theories, this study examines the complex meanings of Spanish and English literacies among first-generation Mexican immigrant families in three sites in the U.S. Findings of data analysis range from the rejection of transferring Spanish skills to strong beliefs of having print literacies in two languages.</p>

<p>3:00 – 4:25 p.m. Fortaleza A</p>	<p>Symposium: Impact of English-Only Language Policies: Latinas in Transitions and Transformations <i>Yvonne Fariño, South Hadley Public Schools/University of Mass, Amherst</i> <i>Theresa Austin, University of Massachusetts, Amherst</i> <i>Carmen, Veloria, Suffolk University</i></p> <p>This symposium examines the impact of English-Only legislation on teachers' and learners' language ideologies in Massachusetts. We present three case studies of Latinas: a student's transition to college, a teacher in transition, and transformation of a Latina educator. Cross-case analysis provides more nuanced understandings about how language policy impact particular populations.</p>
<p>3:00 – 3:25 p.m.</p>	<p>Concurrent Session 4D</p>
<p>Fortaleza B</p>	<p>10 Years after Sheltered Immersion in Massachusetts: Failures of the Press in Framing the Bilingual Education Debate <i>Fern Johnson, Clark University</i> <i>Marlene Fine, Simmons College</i></p> <p>The paper highlights how the press has framed language policy and its implementation for students with limited English proficiency. The case of Massachusetts, where “sheltered immersion” was mandated in 2002, is examined through news reports in The Boston Globe from 2002-2012. The press's role in language ideology is discussed.</p>
<p>Fortaleza C</p>	<p>“Experience in San Andrés, Colombia” <i>Maria Cristina Montoya, State University of New York College at Oneonta</i> <i>Carol Dean, State University of New York College at Oneonta</i></p> <p>“Experience in San Andrés, Colombia” is a class that offered students cultural immersion and understanding of the living conditions of the population in this Caribbean island. College students from New York interacted with and observed communities with various essential needs generating personal and professional transformative re-actions.</p>
<p>San Sebastian A</p>	<p>Imagined Futures of Female International Students in United States Universities <i>Stephanie Vandrick, University of San Francisco</i></p> <p>This paper describes a small interview study of female Chinese and Saudi Arabian students at a U.S. university, investigating the attitudes, hopes, and plans of these affluent, privileged students regarding their imagined futures. It examines intersections of gender, social class, language and culture, as well as implications for social justice.</p>
<p>San Sebastian B</p>	<p>Silent Partners: Education Policy and the Role of Bilingual Peers in US High Schools <i>Avary Carhill-Poza, University of Massachusetts Boston</i></p> <p>I examine the role of bilingual peers in language learning and academic achievement. Schools are shown to shape peer social networks in unintentional ways; policies designed to support language development isolate language learners from mainstream students as well as bilingual peers, exacerbating well-documented inequalities in the schooling of language-minority youth.</p>

3:30 – 3:55 p.m.	Concurrent Session 4E
Fortaleza B	<p>Identity, Stereotypes and Social Representations: About Power and Knowledge in El Puntero [<i>Paper presented in SPANISH</i>] <i>Silvia Ramirez Gelbes, Universidad de San Andrés</i></p> <p>The discursive features of some characters of this Argentine TV serial are analyzed here on the assumption that these characters represent stereotypes and, as such, contribute to the construction or confirmation of social representations linked to conditions of social attachment.</p>
Fortaleza C	<p>A Teacher Reflection Model to Inform ESL Instructors' Evolving Pedagogical Beliefs and Practices <i>Ting Xiao, University of Cincinnati</i></p> <p>This presentation will help college ESL writing instructors to elicit and enhance their knowledge about their pedagogical beliefs and practices through a Teacher Reflection Model. The presenter will share research findings demonstrating how the Teacher Reflection Model can be applied to teacher education and professional development programs.</p>
San Sebastian A	<p>Montana's Native American Tribes and Language Revitalization <i>Jioanna Carjuzaa, Montana State University</i> <i>Michael Fast Buffalo Horse, Montana State University</i></p> <p>Montana has a unique and diverse linguistic heritage. We describe the current status of and efforts to restore, revitalize and maintain Montana's Indigenous languages. We examine the historical suppression of Indigenous languages and cultures, and highlight methods, materials, and motivation to save these languages and maintain a healthy speaking population.</p>
San Sebastian B	<p>Understanding Authentic Social Justice: Collaborating with International Teachers <i>Denise Dallmer, Northern Kentucky University</i></p> <p>Teacher educators can help pre- and in-service teachers develop the cultural competency skills and intercultural sensitivity that they will need to practice language teaching and learning within the context of social justice. This project describes a creative partnership between American high school students/teachers and Senegalese teachers/students.</p>
4:00 – 4:25 p.m.	Concurrent Session 4F
Fortaleza B	<p>What Does it Mean to be Free? A Jazz Perspective <i>Kenneth Cook, Hawaii Pacific University</i> <i>Russell Alfonso, Hawaii Pacific University</i></p> <p>One sense of free is 'unconstrained'. With freedom on their minds, African American jazz musicians during the 1960's Civil Rights Movement expressed a desire to be free in their song titles and in the evolution of their music from constraining bebop to liberating modal jazz to so-called "free jazz."</p>

Fortaleza C	<p>Pre-school Foreign Language Learning in the U.S.: A Site for Shifting Language Ideologies and Promoting Social Justice <i>Erin Kearney, State University of New York at Buffalo</i> <i>So-Yeon Ahn, State University of New York at Buffalo</i></p> <p>Analysis from a micro-ethnographic study of foreign language learning in several pre-school classrooms demonstrates that cultivation of critical language awareness and critical cultural awareness are possible and appropriate goals and highlights the potential for very early language learning to shift dominant language ideologies and promote social justice.</p>
San Sebastian A	<p>Teachers' Perceptions, Pedagogy, and Social Justice for ELLs <i>Shu Chen</i></p> <p>The purpose of this research study is to investigate teachers' perceptions about how a second language (L2) is learned and acquired and their pedagogy including the right placement for ELLs as an evaluation for social justice in order to deliver quality of education with equity, ethics, and excellence to ELLs.</p>
San Sebastian B	<p>Language Development, Social Justice, and Peace within the Classroom <i>Hanna Juma, Loudon County Schools Virginia</i> <i>Rachel Grant, George Mason University</i></p> <p>What role does language play in facilitating a culture of peace within the classroom? Contextually relevant pedagogy guides this study of the role of language as a vehicle for social justice in creating a classroom environment in which Language Learners develop skills in congruence with sociocultural pedagogies and psychosocial development.</p>

4:30 – 4:55 p.m.	Concurrent Session 4G
Fortaleza B	<p>Occupy Language: Rethinking Literacy against neoliberal discourses in an EAP Class <i>Panayota Gounari, University of Massachusetts Boston</i> <i>Christian W. Chun, University of Southern California</i></p> <p>Neoliberal discourses have permeated every site of human life and activity. Education is one of the sites where these discourses are proliferated. In this presentation we argue for the importance of the economic and material bases of human activity and social life in applied linguistics and drawing upon a year-long EAP classroom ethnography, we examine how strands of neoliberal discourses in a textbook and YouTube videos were mediated, contested, and recontextualized in classroom interactions with an instructor and her students.</p>
Fortaleza C	<p>Foreign Language Immersion Programs: Leveling the Playing Field <i>Heather Olson Beal, Stephen F. Austin State University</i></p> <p>This presentation will report on findings from a one-year ethnographic case study which explores the ways in which language-related power dynamics shift in an elementary-level foreign language immersion program and the impact of those shifts on school culture, student identity, and student achievement.</p>

San Sebastian A	<p>Promoting Advocacy in Teacher Preparation Programs <i>David Byrd, Weber State University</i> <i>Melina Alexander, Weber State University</i></p> <p>The Standards for ESL teacher education programs dictate that pre-service teacher be taught how to advocate for English learners and their families. This presentation reports the results of a syllabus analysis study that examines how this is accomplished in various programs throughout the U.S.</p>
San Sebastian B	<p>Student Attitudes Towards Second Language Learning: Implications for Social Justice and Jesuit Education <i>Lisbeth Philip, Loyola University New Orleans</i></p> <p>Students who are open to new experiences and sensitive to cultural issues are the most motivated learners, do better in language classes, and are more likely to continue second language study. Developing positive language attitudes may help foster greater awareness of others and a personal orientation towards social justice.</p>

SATURDAY, JUNE 15

8:00 a.m. – 12:00 p.m.	<p>Registration Desk Open <i>Pre-Function Area, 2nd Floor</i></p>
9:00 – 10:25 Fortaleza A	<p>Symposium: Demystifying Career Paths after Graduate School: Working in Higher Education <i>Ryuko Kubota, University of British Columbia</i> <i>Suhanthie Motha, University of Washington</i> <i>Shelley Wong, George Mason University</i> <i>Yilin Sun, Seattle Community Colleges</i> <i>María E. Torres-Guzmán, Teachers College, Columbia University</i></p> <p>Graduate students and early-career professionals are often unfamiliar with duties, expectations, and challenges involved in academic careers in higher education. Drawing on victory narratives of established scholars of color, this session offers practical suggestions that would lead to success in teaching, research, leadership, and a balanced professional and personal life.</p>
9:00 – 9:25 a.m.	<p>Concurrent Session 5A</p>
Fortaleza B	<p>Understanding the Sociolinguistic Landscape of Heritage Language Learners in Bilingual Teacher Preparation [<i>Paper presented in SPANISH</i>] <i>Gloria Delany-Barmann, Western Illinois University</i> <i>Guada Cabedo-Timmons, Western Illinois University</i></p> <p>This paper reports on a qualitative study that examines: 1) what motivates Heritage Language speakers to become Bilingual teachers; and 2) how HLs perceive their linguistic needs. The results indicate that educators need to remember that language identity, discrimination, and detractive educational programs need to inform programs designed for HLLs.</p>

Fortaleza C	<p>The U.S. Refugee Resettlement Process: A Path to Self-Sufficiency or Marginalization? <i>Nora Tyeklar, University of Massachusetts Boston</i></p> <p>Through critical discourse analysis, this study analyzes how positive self-representations of voluntary agencies providing refugee resettlement assistance and their negative representations of refugees as the “needy” other sustain unequal power relations between themselves and the refugees who rely on their services to gain literacies for effectively negotiating new cultural surroundings.</p>
San Sebastian A	<p>Moving Beyond the Margins: Using Language to Shift and Maintain Academic Literacy Positions <i>Leigh Hall, University of North Carolina, Chapel Hill</i></p> <p>My presentation will examine how: (a) marginalized adolescents attempted to use language to shift their academic and social positions as readers in school and (b) students in more privileged positions used language to attempt to maintain existing academic positions and oppress students who were considered to be poor readers.</p>

9:30 – 9:55 a.m.	Concurrent Session 5B
Fortaleza B	<p>Language Rights and Education <i>Denise Egéa-Kuehne, Louisiana State University</i></p> <p>After considering a few examples of the problems inherent in linguistic imperialism, I briefly recall attempts to ensure the recognition of minorities’ rights to their own languages and cultures. Then I draw on Jacques Derrida’s work to discuss the impossibility of absolute monolingualism and the multiplicity inherent in any language.</p>
Fortaleza C	<p>White Mothers of Non-white Children: Dealing with Race and Gender <i>Sandra Kouritzin, University of Manitoba</i></p> <p>This paper will report on research about the language, culture, and identity development of children of mixed parentage. Through in-depth qualitative interviews, it is revealed that White mothers of non-White children feel tremendous responsibility to help their children develop positive identities in their “other” cultures. But, at the same time, they are hampered by their own inexperience of racism, as well as their struggles to deal with social injustice resulting from having 'committed' miscegenation.</p>

San Sebastian A	<p>“Mi mamá habla Cuban español”: Community Voices in a L2 Spanish Course <i>Helen Terry, University of South Florida</i> <i>Adam Schwartz, University of South Florida</i></p> <p>Inspired by participatory research techniques, this paper reports on the implementation of a photo-diary project with heritage and L2 learners in a Spanish foreign language course. We assert that culturally-responsive pedagogical tools challenge students to acknowledge community voices and reconsider those voices as culturally and historically authoritative.</p>
San Sebastian B	<p>Curriculum and Instruction for Social Justice in a Transitional Program for Older Immigrant Youth in Canada <i>Roumi Ilieva, Simon Fraser University</i></p> <p>This paper discusses an instructional setting which responds to the unique language and integration needs of disadvantaged older immigrant youth by allowing language learning opportunities to develop in a nonlinear, holistic manner, encourages the use of multimodal means of expression, and enhances youth’s accumulation of social capital. The paper reflects on implications for language education programs in general.</p>

10:00 – 10:25 a.m.	Concurrent Session 5C
Fortaleza B	<p>Being Bilingual not Biliterate: A Disappointing Reality for Some Future Bilingual Teachers [<i>Paper presented in SPANISH</i>] <i>Jacqueline Romano, University of North Texas at Dallas</i></p> <p>Issues of social justice occur in a bilingual ed program when the language of instruction is English while future bilingual teachers are expected to pass a state examination in Spanish. This paper is based on observations, anecdotes and data from working in a brand new institution and bilingual education program.</p>
Fortaleza C	<p>The Discursive Construction of Nuclear Power Post 3-11: The Oi Reactors Restart Decision <i>Nicholas Drane, University of Massachusetts, Boston</i></p> <p>A critical discourse analysis of online news coverage following the Oi nuclear reactors restart decision in June, 2012. Discursive deflection of dissenting voices and structural characteristics foregrounding economic convenience over safety are given central focus. Concludes with discussion of CDA as a possible tool within the emerging anti-nuclear movement in Japan.</p>
San Sebastian A	<p>A Critical Exploration of Emotions in ELT: Teachers’ Emotion Labor <i>Sarah Benesch, College of Staten Island</i></p> <p>To encourage greater attention to emotions in critical ELT, I will discuss my study of postsecondary teachers’ “emotion labor”, including continuous self-monitoring and adjusting of emotions to make them “appropriate” for teaching, explicitly teaching emotions, and trying to read emotions on students’ bodies. Implications for critical teaching will be discussed.</p>

San Sebastian B	<p>Social Justice and the Myth of Civic Engagement in the Prison ESL Classroom <i>Kristen Getchell, Indiana University of Pennsylvania</i></p> <p>This presentation will discuss the implications of teaching civic engagement in ESL courses for non-English speaking inmates at a maximum security correctional facility in Pennsylvania. The question presenters will raise is how can we teach civic engagement to students within a system that functions through disengagement.</p>
<p>10:30 – 11:55 a.m. Fortaleza A</p>	<p>Symposium: Deconstructing Language and Literacy Ideologies in Bilingual Teacher Education [<i>Symposium presented in SPANISH</i>] <i>Minda Lopez, Texas State University, San Marcos</i> <i>Cinthia Salinas, University of Texas at Austin</i> <i>Maria Franquiz, University of Texas at Austin</i> <i>Lucila Ek, University of Texas at San Antonio</i> <i>Patricia Sanchez, University of Texas at San Antonio</i> <i>Iliana Alanis, University of Texas, University of Texas at San Antonio</i></p> <p>These studies examine bilingual preservice and inservice teachers' language ideologies within various social contexts as they negotiate language politics, policies, and underlying assumptions about their heritage language – Spanish. We foreground issues of race, culture, and language and provide ways to approach bilingual teacher development from a social justice perspective.</p>
<p>10:30 – 10:55 p.m.</p>	<p>Concurrent Session 5D</p>
Fortaleza B	<p>Language Planning and Social Justice in Québec <i>Patrick-André Mather, Universidad de Puerto Rico, Rio Piedras</i></p> <p>Québec is a predominantly French-speaking province within Canada, and its language policies have imposed French in every sphere of activity. This paper argues that, despite the risks and drawbacks for the English-speaking community, language policy in Québec has had a positive impact in terms of social justice, education, economic opportunities, and cross-cultural communication.</p>
Fortaleza C	<p>How Simplex are Arabic Dialects? <i>Samira Farwaneh, University of Arizona</i></p> <p>The goal of this paper is to challenge the assumption that spoken regional Arabic varieties (RA) are not viable options as media of instruction in Arab schools due to their corrupt degenerate grammatical systems. First I measure the complexity of RA compared to CA, discussing afterwards language planning strategies for incorporating formal RA instruction into Arab school curricula.</p>
San Sebastian A	<p>Moving the Pendulum of Control: Equipping Learners to Learn in the L2 Classroom <i>Clover Jones McKenzie, University of Technology, Jamaica</i></p> <p>This paper examines the phenomenon of consciousness-raising as a means of assisting L2 learners to take control of their own learning, and helping in the creation of more conducive environments for teaching and learning. It argues that this can be a very useful approach, but will require a shift in the power relations within the classroom.</p>

11:00 – 11:25 a.m.	Concurrent Session 5E
Fortaleza B	<p>Language Ideology in Recent Hollywood Films <i>Julia Stakhnevich, Bridgewater State University</i> <i>Anne Doyle, Bridgewater State University</i></p> <p>Cinematic models of SLA reflect real power relations and contribute to language-based discrimination. Utilizing Critical Discourse theory, this paper considers conceptualizations of SLA in three US films by analyzing characters' relationships with ESL protagonists; the symbolic meaning of SLA in these films; and language proficiency as a representation of ethnicity.</p>
San Sebastian A	<p>Identity as Pedagogy? The Story of the Life & Practice of an ESL Teacher of Puerto Rican Descent <i>Sherrie Carroll, University of Maryland College Park</i> <i>Domingo Nieves, Montgomery College</i></p> <p>The presenters explore the tensions around consciously deploying one's identity as part of one's pedagogy to disrupt oppressive discourses and encourage students to explore other identity possibilities. They examine how the identity negotiations of an EAP instructor have shaped his pedagogy and teaching identity, but not without conflicts.</p>
San Sebastian B	<p>Language Status in Two-Way Bilingual Immersion: A Case for Social Justice and Linguistic Equity <i>Ana Hernandez, California State University San Marcos</i></p> <p>This case study examined linguistic equity between Spanish dominant and English dominant students participating in Two-Way Bilingual Immersion programs in southern California, USA. Teachers revealed challenges concerning language status and social equity during Spanish interactions. This study presents important instructional implications for sociocultural and sociolinguistic issues of prestige and power.</p>
11:30 – 11:55 a.m.	Concurrent Session 5F
Fortaleza B	<p>Teacher Preparation and In-Service Teacher Development [<i>Paper presented in SPANISH</i>] <i>Luis Barrantes, Universidad Nacional, Costa Rica</i></p> <p>This presentation offers an example of feasible social justice-oriented training program for in-service teachers. It is based on teachers' awareness raising. Bringing teachers to an understanding of the characteristics of the society in which they live and work, is crucial for eliciting their own ultimate concern and commitment with a truly humanistic approach to language teaching.</p>

Fortaleza C	<p>Grassroots Multilingualism in “China Shops” in Southern Africa: The Class Bias in Applied Linguistics <i>Huamei Han, Simon Fraser University</i></p> <p>Documenting and analyzing grassroots multilingualism emerged and emerging in “China shops” in Cape Town, South Africa and Oshikango, Namibia, this paper illustrates multilingual repertoires that are largely connected to the working-class Chinese migrants, and questions the class bias of the field of applied linguistics.</p>
San Sebastian A	<p>Nicknames and name-calling: Calling for social justice when there is little understanding of the language practice <i>Donna Starks, La Trobe University</i></p> <p>Drawing on survey data from 700 Australian secondary school students, the findings show adolescents often differ in their evaluations and in the meanings they assign to nicknames. This paper argues successful PD must consider the nature and ambiguity embedded in linguistic practices.</p>
San Sebastian B	<p>“Non-Coercive Rearrangements”: Theorizing Desire in English Language Teaching <i>Suhanthie Motha, University of Washington</i> <i>Angel Lin, University of Hong Kong</i></p> <p>The presenters engage with the theoretical construct of desire in second language learning, arguing that desire has been undertheorized within language studies, and that this oversight works at odds with social justice agendas. The presenters situate their work in relation to cultural studies, postcolonial studies, feminist studies, philosophy, and psychoanalysis.</p>

12:00 – 1:00 p.m.	Lunch on your own
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<p>1:00 – 2:25 p.m. Fortaleza A</p>	<p>Symposium: Exploring the Use of Multimodal and Multilingual Literacies in Diverse Language Classroom Contexts: Empowering Practices <i>Marie-Christine Polizzi, University of Massachusetts, Amherst</i> <i>Keiko Konoeda, University of Massachusetts, Amherst</i> <i>Bridget Moriarity, University of Massachusetts, Amherst</i></p> <p>The goal of the present research studies is to document the use of multilingual and multimodal literacies by learners in diverse world language classroom contexts in the Northeastern United States. These new literacies are analyzed critically as potential tools for development for the language learners, research participants in these studies.</p>
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1:00 – 1:25 p.m.	Concurrent Session 6A
Fortaleza B	<p>Co-Constructing Social Justice Through “English” Critical Classroom Practices in Indigenous Communities <i>Mario Lopez-Gopar, Universidad Autónoma Benito Juárez de Oaxaca</i> <i>Angeles Clemente, Universidad Autónoma Benito Juárez de Oaxaca</i> <i>William Sughrua, Universidad Autónoma Benito Juárez de Oaxaca</i></p> <p>Having as its context a rural Indigenous community of Mixtec heritage in Oaxaca, the purpose of this paper is to discuss the classroom practices carried out by two English student teachers from Indigenous background in an Indigenous Mixtec community in an attempt to foster Indigenous languages, interculturalism, and egalitarian societies.</p>
Fortaleza C	<p>Discourses and Investment in Second Language Learning: Voices from Two Non-traditional College Students <i>Yueh-Ching Chang, National ChiaoTung University</i></p> <p>This study explores how the multiple Discourses two adult immigrant students participated in their daily life shaped their appropriation of student identity and investment in learning academic English writing in an American college ESL classroom. Findings urge educators to accommodate the identities of non-traditional students in pursuit of social justice.</p>
San Sebastian A	<p>An Online Cultural Exchange in Pre-Service Language Teacher Education: A Dialogic Approach to Social Justice <i>Marjorie Haley, George Mason University</i></p> <p>This study examines a ten week electronic exchange between students in an undergraduate English as a Foreign Language methods course in China and students in a graduate English as a Second Language methods course in the U.S. Results indicated that participants share more similarities than differences with regard to teaching.</p>
San Sebastian B	<p>Writing for Real: Students’ Attitudes Towards an Authentic Writing Curriculum of Social Action <i>Mia Sosa-Provencio, New Mexico State University</i></p> <p>Through organization of a community literacy fair, students engaged in authentic writing bridging cultural discourses with standard varieties to enliven their community around culturally relevant literature and revalue community literacy. This research analyzes the impact that authentic writing for social action had on students’ perceptions of their own communicational competencies.</p>

1:30 – 1:55 p.m.	Concurrent Session 6B
Fortaleza B	<p>Course coordination and disability: Challenges and solutions of complex decision making for LPDs, TAs, and Disability Services <i>Muriel Gallego, Ohio University</i></p> <p>Results of this study serve as a starting point to generate recommendations to improve some important aspects of higher education: a) the performance, life in college, retention and outcomes before and after graduation of students with learning disabilities; b) the performance of TAs and Instructors in their teaching career; c) the role of the LPD; d) the role of the DSO.</p>
Fortaleza C	<p>Celebrating Biliteracy: An Exploration of Arabic Language Teachers' Beliefs about Arabic Literacy <i>Patience Sowa, Zayed University</i></p> <p>The purpose of this research study is to explore what Arabic language teachers believe about the teaching and learning of Arabic literacy in elementary and secondary schools in Abu Dhabi. Research indicates that teachers' beliefs influence and impact their teaching. Using a mixed method approach, data was collected through surveys and focus group interviews. The goal of the study is to help provide insight into how Arabic is taught in schools Abu Dhabi, and thus provide relevant baseline data to help improve and enhance the teaching of Arabic literacy in K-12 schools.</p>
San Sebastian A	<p>Makin' it Like a Maestro de Ingles: Transnational Migrant Pre-Service English Teachers in Mexico <i>Nolvia Cortez, Universidad de Sonora</i></p> <p>Transnational return migrant youths are enrolling in Mexican universities as a result of anti-immigrant legislations in the U.S. A program of choice has been a BA program in English Language Teaching, where they are viewed as having linguistic and cultural advantage and posing future professional competition by non-migrant students.</p>
San Sebastian B	<p>Language Policy Between a Rock and a Hard Place: Liberalism, Folk Linguistics, and Multilanguage <i>John Petrovic, University of Alabama</i></p> <p>This paper examines how liberal approaches to language policy (e.g., linguistic human rights, LHR) construct language in problematic ways and how more dynamic constructions of language (e.g., multilanguage) stultifies language policies that seek to promote social justice. A layered approach is recommended.</p>

2:00 – 2:25 a.m.	Concurrent Session 6C
Fortaleza B	<p>Politeness Strategies in Healthcare Communication at “Difficult Times” <i>Rieko Matsuoka, National College of Nursing, Japan</i></p> <p>This paper examines how healthcare professionals interact with patients' family members and/or colleagues at difficult times found in well-known healthcare manga discourse in Japan. The findings of this study suggest potential problems and functions in healthcare communication and the ways in which to enhance the quality and effectiveness of communication.</p>
Fortaleza C	<p>In the Face of “Occupy” in Oakland: Countering Neo-Liberalism in a Community College Freshman Composition Class <i>Meryl Siegal, Laney College</i></p> <p>Contextualized as teaching in higher education in an economically depressed urban environment after the “Lehman Shock” and during “Occupy Oakland”, this paper provides a theoretical and pedagogical approach to higher education literacy development that requires students read* texts on democracy and the human spirit and write about those ideas. The paper claims that a social justice curriculum can counter the neo-liberal moment in American higher education and provides a pedagogical model, as well as data from the class as evidence for the approach.</p>
San Sebastian A	<p>Addressing Communication Problems Through Formulating a Language Policy: The Nelson Mandela Municipality in South Africa <i>Michael Somniso, University of Fort Hare</i></p> <p>According to Section 9 of the South African Constitution, municipalities must take into account the language usage and preferences of their residents. This paper is an attempt to analyse the strategies employed by the Nelson Mandela Municipality in formulating its language policy. In doing so, this paper among other things discusses the methods used to gather information. It also explores the National Policy Framework of 2003, Vision 2020 and demographics as strategies for the formulation of the said policy. This paper offers recommendations for other municipalities in South Africa to build on these strategies in formulating their respective language policies.</p>
San Sebastian B	<p>Social Justice Teacher Education in Action: Preparing Pre-Service Teachers To Support ELLs <i>Davi Reis, Duquesne University</i></p> <p>This paper focuses on the professional preparation of pre-service, mainstream K-12 teachers to teach the growing numbers of English Language Learners (ELLs) in American classrooms. It provides examples from a university course on teaching ELLs and includes samples of students' work. The paper concludes with recommendations for language teacher educators.</p>

2:30 – 2:55 p.m.	Concurrent Session 6D
Fortaleza A	<p>Colonial Language, Literature, Culture, and (In)justice <i>Joshua Brewer, Ivy Tech College</i></p> <p>This presentation seeks out literary and linguistic themes of liberation, oppression, and articulation across colonial cultures (Caribbean, Irish, and Latin American) and materials (novels, missionary tracts, planter journals). Topics of consideration include languages of national epics, Gothic words and practices, mock-heroic tropes, and Obeah--in texts from the era of slavery to the early 20th century.</p>
Fortaleza B	<p>A Critical Analysis of Spanish L2 Textbooks as Sources of Cultural Information <i>Silvia Rodriguez Sabater, College of Charleston</i></p> <p>This paper presents a critical analysis and exploration of college Spanish textbooks as sources of cultural information for L2 learners. Particularly, it examines the representations of Spanish-speaking countries currently included in a sample of textbooks, homogeneous versus heterogeneous representations of culture, and it considers consequences for US L2 learners.</p>
Fortaleza C	<p>Differences in Expressions of Social Justice Evidenced in College Students' Fables <i>Bettina Murray, John Jay College of Criminal Justice (CUNY)</i></p> <p>College freshmen (N= 131) from diversified cultural backgrounds in communications courses received instruction in fable writing over a semester. Students composed original fables illustrating a moral. Students who lived in the United States over 17 years expressed social justice issues differently than did those whose primary language is Spanish.</p>
San Sebastian A	<p>“Enséñenos a ser polite in English, teacher!”: Issues of Social Justice with Subaltern Communities in Oaxaca, Mexico <i>Maria de los Angeles Clemente Olmos, Universidad Autonoma Benito Juarez de Oaxaca</i> <i>William Sughrua, Universidad Autonoma Benito Juarez de Oaxaca</i> <i>Mario Lopez-Gopar, Universidad Autonoma Benito Juarez de Oaxaca</i></p> <p>This presentation links language teacher education and social justice. In Mexico, an ethnographic study involves 24 English teachers-to-be who allow themselves to know and face the socio-economic realities of people in the state and juvenile prisons and an NGO assisting street kids, in which social justice is permanently an issue.</p>
San Sebastian B	<p>Justice-Orientated Citizenship and Critical Literacy: The Voices of Experienced Second Language Teachers <i>Douglas Fleming, University of Ottawa</i></p> <p>This session reports the findings of a qualitative study examining the viewpoints of eight veteran public school teachers in two large Canadian adult literacy and ESL programs. As these respondents demonstrate, this form of education can be productively linked to justice-orientated citizenship even at basic levels of English language proficiency.</p>

3:00 – 3:25 p.m.	Concurrent Session 6E
Fortaleza B	<p>Bridging Social Justice and SLA Theory [<i>Paper presented in SPANISH</i>] <i>Luis Barrantes, Universidad Nacional, Costa Rica</i></p> <p>This is a dissertation about the strategic position of SLA theory as the entrance to ESL / EFL teaching and learning. The main point is to discuss how language teaching, based on current modern, globalization-oriented paradigm, will never lead to social justice. Rather, a humanistic, emancipatory approach, as viewed by socio-cultural SLA and postmodern theories, is proposed to reach that goal.</p>
Fortaleza C	<p>“And He Was All Like...”: How Shifts in Pitch in Constructed Dialogue Transgress Gender Roles <i>Ryan Goble, California State University, San Bernardino</i></p> <p>The purpose of this paper is to examine how shifts in mean pitch and pitch range constructs particular identities in two narrators’ constructed dialogue. Findings demonstrate that high pitch can link women to elevated social positions of power and authority in a localized context.</p>
San Sebastian A	<p>Promise and Tensions Integrating Community Based Pedagogies in Plurilingual Urban Contexts <i>Judy Sharkey, University of New Hampshire</i></p> <p>Informed by a “teacher education for social justice” perspective and an asset-based approach to language education in plurilingual urban contexts, the presenters share emerging themes and challenges from a multi-year research project on community-based pedagogies and literacies involving teachers and university faculty in Colombia and the United States.</p>
San Sebastian B	<p>Challenging Deficit Ideologies, Creating Hopeful Possibilities: Children’s Bilingual Development in an Elementary Classroom <i>Maria Dantas-Whitney, Western Oregon University</i></p> <p>We present findings from a classroom-based ethnographic study conducted with first grade children of Latino families attending a school in rural Oregon. The children are affected by deficit ideologies at the district and school. We focus on the teacher’s resistance of oppressive policies and the children’s development of bilingual identities.</p>

3:30 – 3:55 p.m.	Concurrent Session 6F
Fortaleza B	<p>Controversial effects of educational reforms in public schools on English Language Learners <i>Marina Dewees, Noyes Education Campus</i> <i>Nelson Signe, Whitter EC</i></p> <p>Current paper examines the effects that reform policies implemented in District of Columbia Public Schools (DCPS) have had on educational outcomes for the English language learners (ELLs), and identifies ways in which well-intended reform actually works against social justice goals for this population.</p>
Fortaleza C	<p>“On My Own”: Reflections of a Small Town ESL Teacher’s Challenges <i>Joelle Wall Jenkins, Texas Tech University</i> <i>Mary Frances Agnello, Texas Tech University</i></p> <p>An annotated interview summary reveals the views of an ESL teacher who instructs in a small-town school that has experienced a steady influx of Latino student enrollment. Focusing on the ESL teacher’s struggles and challenges, this study unearths resistance in an educational environment that, overall, impedes its English Language Learners.</p>
San Sebastian A	<p>Mexican Multilingual learners: Languages as Commodities to Navigate in Global Imagined Communities <i>Francisco Javier Lopez Armendariz, Universidad de Sonora Lenguas Extranjeras</i></p> <p>Foreign languages have become commodities for Mexican university language learners, pointing to a rupture from dominating discourses where English is viewed as the sole language for global participation. Multilingual learning is the “tool” for global participation; investment in the language is contingent upon their perceived participation in their imagined communities.</p>
San Sebastian B	<p>Student-Inclusive Course Development: Listening to Students' Voices <i>Mary Benedetti, University of Cincinnati</i> <i>Ting Xiao, University of Cincinnati</i></p> <p>This session will describe methods for involving ESL students in the development of courses designed to meet their social, cultural, and academic needs. Results of three methods promoting inclusion will be discussed, and participants will be invited to explore how they can create a more student-inclusive atmosphere in their programs.</p>

4:00 – 4:25 p.m.	Concurrent Session 6G
Fortaleza B	<p>The SHL/SNS: The Good, the Bad and the Ugly in the Language Programs <i>Gabriela E. Moreno, New Mexico State University</i></p> <p>Spanish for Heritage Learners and Spanish for Native Speakers language programs work hard to provide a great service to their universities in a time when it is increasingly difficult to serve the needs of all of their students. In this presentation, I provide some insight to designing a successful SHL/SNS language program.</p>

Fortaleza C	<p>Social Justice Through Critical Language Pedagogy in the Heritage Language Classroom <i>Ariana Mrak, University of North Carolina Wilmington</i></p> <p>A model is proposed for instructor training and curricular development for Spanish for heritage speakers' courses. It combines second dialect acquisition and critical language awareness approaches in order to provide students the tools they will need to decide their linguistic future in their own terms.</p>
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4:30 – 6:00 p.m.	<p>Social Gathering <i>La Puntilla</i></p>
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