



TexLER

Texas Language Education Research Conference

Vision 2020: Harmonizing Interdisciplinary Perspectives for Culturally and Linguistically Diverse Agents in Language Education

Online Conference - October 2, 2020

www.texler.org

For a great virtual conference, we ask
participants to:

- **Mute microphones** during presentations
 - Write questions in the **chat box**
- Adhere to the **scheduled session times**

Additional tips for attending online events:

- Adjust your camera before you join the meeting
- If presenting, look at the camera like it is an audience in a room
- Turn off your camera before getting up and moving around
- Turn off your camera while eating
- Identify yourself before you speak so others know who is speaking



- And, once again, mute microphones when others are presenting

TexLER Conference Schedule of Sessions

Friday, October 2nd, 2020 10am-5pm

Texler is hosted in San Antonio, Texas. Please note all times correspond to Central Daylight Time, CDT)

Click on the session that you wish to attend at the designated time. We'll see you there!

10am to 5 pm (CDT)	Conference Program			
Room:	A	B	C	D
10:00-10:25	ROOM D Opening Ceremony by TexLER President Alpha A. Martinez-Suarez			
Concurrent Sessions 1 10:30-10:55	Hector Castrillon <i>Is Spanglish harmful or beneficial? Exploring Puerto Rican teachers' attitudes toward translanguaging practices in an elementary private school</i> UTSA (Strand: LPP)	Fabiana Stalnaker & Jessica McConnell <i>The Role of Teachers in Pragmatic Awareness in Second Language Learners</i> UTSA (Strand: F/SLA)	Amalia Guirao & Francine Johnson <i>Sustaining a Bilingual Student Organization's Cultural Competencies Through Digital Literacy</i> UTSA (Strand: BMH)	
Concurrent Sessions 2 11:00-11:25	Meghann Peace <i>Understanding, Reevaluating, and Embracing Heritage Spanish on the National Stage</i> St. Mary's University (Strand: BMH)	María Eugenia Olivos Pérez, Stéphanie Marie Brigitte Voisin & Patricia Oaxaca Ramírez <i>Reformulación como re-explicación en clase de FLE: tipos y momentos</i> Universidad Autónoma de Puebla (Strand: EL)	Alpha Martínez-Suárez, Olga Estrada, & Madhavi Usgaonker <i>Practice-based Pedagogies of Disruption during CoVid19 in Schooling. A Conversation</i> UTSA (Strand: ASJI)	

<p>Concurrent Sessions 3 11:30-11:55</p>	<p><u>Maria Leticia Temoltzin</u></p> <p><i><u>Necesidades de lectoescritura de estudiantes universitarios de retorno en México</u></i></p> <p>Benemerita Universidad Autonoma de Puebla</p> <p>(Strand: BMH)</p>	<p><u>Vilma Huerta, Edwin León, Mario López & Jamie Schissel</u></p> <p><i><u>Future English teachers and Indigenous Speakers Sharing Their Own Languages</u></i></p> <p>Universidad Autónoma "Benito Juárez" de Oaxaca</p> <p>(Strand: ASJI)</p>	<p><u>María Lilia López López & Eveling Zenteno Villarce</u></p> <p><i><u>El docente propiciador de autonomización en la LEF-BUAP</u></i></p> <p>Benemérita Universidad Autónoma de Puebla</p> <p>(Strand: LPP)</p>	
<p>Concurrent Sessions 4 12:00-12:25</p>	<p><u>Janeth Martinez-Cortes</u></p> <p><i><u>Memories of the Schooling Experiences of Latina Bilingual Pre-Service Teachers</u></i></p> <p>UTSA</p> <p>(Strand: BMH)</p>	<p><u>Tonatiuh Eduardo Chávez Juárez</u></p> <p><i><u>Co-construir la competencia redaccional para facilitar el proceso de enseñanza/aprendizaje</u></i></p> <p>Benemérita Universidad Autónoma de Puebla</p> <p>(Strand: LPP)</p>	<p><u>Norma Flores González</u></p> <p><i><u>Linguistic and Cultural competencies to compensate students' struggles abroad</u></i></p> <p>Benemérita Universidad Autónoma de Puebla</p> <p>(Strand: EL)</p>	
<p>12:30-12:55</p>	<p><i>ROOM D Lunch Keynote</i> <i>Keynote Address: <u>Dr. Howard L. Smith</u>, UTSA</i></p>			
<p>1:00-1:25</p>	<p><i>ROOM D -Lunch Break / Convivio-</i> 1:00 P.M. - Dr. Zhongfeng Tian: Editor of <i>Envisioning TESOL through a Translanguaging Lens</i></p>			

1:30-1:55	<u>ROOM B Poster Presentations</u>
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	<p>1:30-1:35 Maren Mitchell, UTSA <i>Faculty, Staff, and Students Attitudes toward U.S. University Language Policy (Strand: LPY)</i></p> <p>1:40-1:45 Samantha Villarreal, UTSA <i>Technology training in dual-language middle schools during COVID-19 (Strand: LT)</i></p> <p>1:50-1:55 Clarissa Valdez, UTSA <i>Tex-Mex Linguistic Scenarios: Positive Approaches for Bilingual Education Teacher Candidates (Strand: BMH)</i></p>
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Room:	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
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Concurrent Sessions 5 2:00-2:25	<p><u>Elise Brittain</u></p> <p style="text-align: center;"><i><u>Actively Resisting Linguistic Imperialism: A Review of Strategies for Teachers</u></i></p> <p style="text-align: center;">UTSA</p> <p style="text-align: center;">(Strand: LPY)</p>		<p><u>Flavia Alicia Juárez Manzano</u></p> <p style="text-align: center;"><i><u>Tecnologías emergentes para el desarrollo de competencias ciudadanas en estudiantes de licenciatura</u></i></p> <p style="text-align: center;">Universidad Autónoma de Puebla</p> <p style="text-align: right;">(Strand: LT)</p>	<p><u>Anne Violin-Wigent</u></p> <p style="text-align: center;"><i><u>Teaching French Diversity and Social Justice Through Songs</u></i></p> <p style="text-align: center;">Michigan State University</p>
				<p>Workshop</p> <p>(Strand: LPP)</p>

Concurrent Sessions 6 2:30-2:55	<p><u>Martha Zapata</u></p> <p style="text-align: center;"><i><u>Presentando la historia alejada del excepcionalismo estadounidense en las aulas de Texas</u></i></p> <p style="text-align: center;">UTSA</p> <p style="text-align: center;">(Strand: CDD)</p>	<p><u>Norma Flores González</u></p> <p style="text-align: center;"><i><u>Representing Reading. Understanding and Knowledge in an EFL Learning Process</u></i></p> <p style="text-align: center;">Benemérita Universidad Autónoma de Puebla</p> <p style="text-align: center;">(Strand: LT)</p>	<p><u>Sara Merino Munive, Rocio Barbosa Trujillo & Leticia Estudillo Leon</u></p> <p style="text-align: center;"><i><u>Digital tools for improving teenagers' speaking</u></i></p> <p style="text-align: center;">University of Puebla, BUAP</p> <p style="text-align: center;">(Strand: LT)</p>	
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<p>Concurrent Sessions 7 3:00-3:25</p>	<p>Fabiana Stalnakar</p> <p><i>An Exploration of Second Language Writing Anxiety Among ESL Learners</i></p> <p>UTSA</p> <p>(Strand: BLB)</p>	<p>Carlos Alfredo Pazos Romero, María del Carmen Castillo Salazar & María Eugenia Olivos Pérez</p> <p><i>La evaluación de los aprendizajes de los estudiantes de la licenciatura en la enseñanza del francés de la BUAP en situación de emergencia sanitaria</i></p> <p>Benemerita Universidad Autónoma de Puebla</p> <p>(Strand: LTA)</p>	<p>Alma Sánchez Linares, Yareni Arenas Sánchez & Gareth Scyner</p> <p><i>Fostering Learners' Intercultural Competence Through Facebook: An Exploratory Study</i></p> <p>Benemérita Universidad Autónoma de Puebla BUAP</p> <p>(Strand: LT)</p>	<p>Araceli Salas</p> <p><i>El reto de publicar</i></p> <p>Benemérita Universidad Autónoma de Puebla BUAP</p> <p style="background-color: #f4a460; text-align: center;">Workshop</p> <p>(Strand: LPP)</p>
<p>Concurrent Sessions 8 3:30-3:55</p>	<p>Michael Tallon</p> <p><i>A Qualitative Look at Language Anxiety in Spanish Heritage Students</i></p> <p>University of the Incarnate Word</p> <p>(Strand: BMH)</p>	<p>Gareth Scyner</p> <p><i>Engaging English Language Learners through the global appeal of soccer</i></p> <p>BINE - Benemerito Normal Institute of the State of Puebla, Mexico</p> <p>(Strand: LPP)</p>	<p>María Katarina Amador Reynoso, Carlos Alfredo Pazos Romero & María Eugenia Olivos Pérez</p> <p><i>El uso de reactivos en una prueba de acceso a las prácticas profesionales para evaluar el componente intercultural: el caso de la LEF</i></p> <p>Benemerita Universidad Autónoma de Puebla</p> <p>(Strand: LTA)</p>	
<p>4:00-4:25</p>	<p><u>ROOM D Closing Keynote</u></p> <p><u>Keynote Address: Dr. Margarita Machado-Casas</u>, San Diego State University</p> <p><i>“Anti-Blackness in the Latinx Community: The Role of Educators in Recognizing and Dismantling Colonial Practices”</i></p>			
<p>4:30- 5:00</p>	<p><u>ROOM D Awards & Closing Ceremony. Former TexLER Presidents: Vanessa Mari Ph.D., Daniella Silva Ph.D., David Martinez Ph.D., and Judith Orsini.</u></p> <p><u>Presenter: Alpha Martinez-Suarez</u></p> <p><u>TexLER Resilience and Perseverance Awards: Elise Brittain & Andrew Walton</u></p> <p><u>Miguel Alvarez Award: Dr. Margarita Machado-Casas</u></p>			

At-a-Glance Program

10:00am Welcome

10:00-10:10am Grace Period

10:10-10:25am Opening Ceremony

10:30am Sessions 1-4; 12 presentations; 30 minutes total (20 min presentation; 5min Q&A; 5 min break)

10:30am Sessions 1 A B C

11:00am Sessions 2 A B C

11:30am Sessions 3 A B C

12:00pm Sessions 4 A B C

12:30pm Lunch Keynote (30 min: 5 min present keynote; 20 m keynote; 5 min break)

12:30-12:35 pm Introduction

12:35-12:55 pm Dr. Howard L. Smith

1:00-1:30pm

Lunch Break

1:00 pm Dr. Zhongfeng Tian

1:30pm Poster session Three 5 min presentations; 15 min Q&A

1:30-1:35 pm Presenter 1; 5 min Q&A

1:40-1:45 pm Presenter 2; 5 min Q&A

1:50-1:55 pm Presenter 3; 5 min Q&A

2:00pm Sessions 5-8; 13 presentations 30 minutes total (20 min presentation; 5min Q&A; 5 min break)

2:00 pm Sessions 5 A B C D (workshop)

2:30 pm Sessions 6 A B C

3:00 pm Sessions 7 A B C D (workshop)

3:30 pm Sessions 8 A B C

4:00pm Afternoon Keynote and Closing

4:00-4:05 pm Introduction. Alpha Martinez-Suarez.

4:05-4:25 pm Closing Keynote: Dr. Margarita Machado-Casas

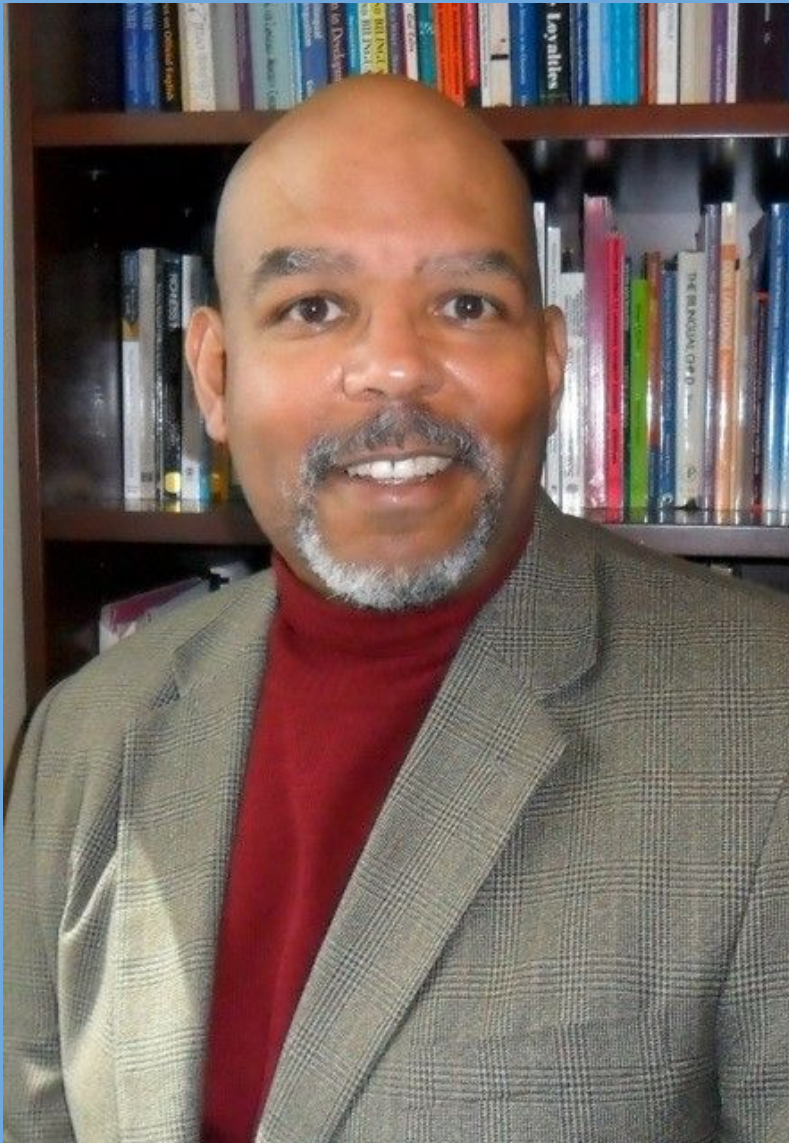
4:30-5:00 pm Closing Ceremony; Awards.

TexLER Presidents, Past & Present: Alpha Martinez-Suarez, Vanessa Mari, Daniella Silva, David Martinez, Judith Orsini

Presenting Awards: Elise Britain, TexLER Vice President; Andrew Walton, Board Member; & Dr. Machado-Casas (presenting the Miguel Alvarez Award)

Keynote Speakers

Dr. Howard L. Smith



Dr. Howard L. Smith is Professor of Bicultural-Bilingual Studies at the University of Texas - San Antonio. He holds a Ph.D. in Bilingual-Multicultural Education from the University of Arizona. A biliteracy specialist, he teaches courses in bilingual education, biliteracy, children's literature, and multicultural education. His research focuses on the development of literacies in bilingual-multicultural contexts through multiple sign systems.

He has published in: *The Bilingual Research Journal*, *Educational Studies*, *Educational Studies*, *International Journal of Bilingual Education and Bilingualism*, *The Journal of Multiculturalism in Education*, and *Language Arts*. His co-authored books include *Multicultural Literature for Latino Bilingual Children: Their Words, Their Worlds* and *Diversity in Society and Schools* and *Diversity in Society and Schools*, by Cognella Press.

Dr. Margarita Machado-Casas

Dr. Margarita Machado Casas is Chair and Full Professor in the Department of Dual Language and English Learner Education at San Diego State University. Dr. Machado-Casas completed her Ph.D. at the University of North Carolina at Chapel Hill. She received the IMPACT award for her research on transnational migration trends of Bilingual and Multilingual newly arrived immigrants in the southern U.S. Dr. Machado-Casas also completed the prestigious Post-Doctoral fellowship at Frank Potter Graham (FPG) Research Institute at UNC-Chapel Hill in conjunction with Duke University.

Her research interests include immigrant, indigenous, Afro-descendants, and Bilingual/Multilingual education, transnational communities, and minority agency in the fields of education, literacy, assessment/evaluation, parent/family involvement, and social cultural foundations. Dr. Machado Casas is a board member of several prestigious academic journals and is currently a co-editor for the *Handbook of Latinos in Education* that was awarded the American Education Studies Association Critics Choice Award. Most noteworthy, she has edited over 10 international books and published over 40 academic publications in top tier international journals. Dr. Machado-Casas is an international Education Consultant and has worked with international education ministries on education issues related to the education of multilingual transnational students. Dr. Machado-Casas is Co-Chair of the National Bilingual Education Student Organization (BESO). This is the largest bilingual education student organization in the US.

She currently serves as the editor of the *Critical Issues in Latina/o Education*,” and “*Critical Studies of Latinx in the Americas* book series for Peter Lang Publishers. Most recently, she co-authored “*No Estas Solo, Recetas Para Obtener EXITO de Padres Para Padres*” (You Are Not Alone: Recipes for Success by Parents for Parents) that was chosen to receive The International Latino Book Award for parents. Dr. Machado-Casas is the Vice-Chair of the National Latino Education Research and Policy Project (NLERAP). Dr. Machado-Casas is the co-director of the National Education Latino network that provides educational links to over half a million people around the world. Dr. Machado-Casas is also a board member for the Latino Education Advocacy Days (LEAD) and the Executive Director of Transnational Educational Exchange and Intercultural Relations for the LEAD Global Network. She has provided education expert help for Univision and Telemundo television networks. She a proud AfroLatina and migrated to the US as the age of 14. She is married and has three children. And always keeps it #REALTALK!



Topic Strands

BMH – Bilingual, Multilingual, and Heritage Learner Communities CDD – Curriculum Design and Development SLL – Second Language (Bi)Literacy TE – Teacher Education LPP – Language Pedagogy and Practices RM – Research Methodology	F/SLA – Foreign/Second Language Acquisition LTA – Language Testing & Assessment LT – Language & Technology EL – Educational Linguistics LPY – Language Planning and Policy ASJI – Advocacy and Social Justice Issues in Education (Praxis and/or Research-based)
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Presentation Schedule and Summaries

Concurrent Sessions 1 10:30-10:55	
Room: A Hector Castrillon	<p><i>Is Spanglish harmful or beneficial? Exploring Puerto Rican teachers' attitudes toward translanguaging practices in an elementary private school</i></p> <p>By constructing a Likert-scale model survey I will explore the Puerto Rican English teachers attitudes towards Spanglish practices outside the classroom and during English instruction in a private school. The three main questions to be explored are: what are the attitudes of English teachers working in a private elementary school in Puerto Rico towards Spanglish practices outside their classroom? What are their attitudes toward translanguaging practices during English instruction? How does the attitudes toward both linguistic practices affect their encouragement during English instruction?</p> <p style="text-align: right;">(LPP)</p>
Room: B Fabiana Stalnakar Jessica McConnell	<p><i>The Role of Teachers in Pragmatic Awareness in Second Language Learners</i></p> <p>This presentation combines current research and real-world examples from ESL, EFL, and foreign language classrooms to discuss the role that teachers play in helping students develop pragmatic competence in language learning.</p> <p style="text-align: right;">(F/SLA)</p>
Room: C Amalia Guirao Francine Johnson	<p><i>Sustaining a Bilingual Student Organization's Cultural Competencies Through Digital Literacy</i></p> <p>This presentation investigates the academic continuity of active members of a South Texas bilingual education student organization amid the COVID-19 pandemic. Focus is placed on the intersection of digital, linguistic, and cultural practices of the members.</p> <p style="text-align: right;">(BMH)</p>

Concurrent Sessions 2

11:00-11:25

<p>Room: A Meghann Peace</p>	<p><i>Understanding, Reevaluating, and Embracing Heritage Spanish on the National Stage</i> This project presents the experiences of Spanish heritage speakers who were interviewed and appeared on national public radio and nationally televised news. The interviews and their ensuing reactions, from both Hispanics and Anglos, show that language educators must continue to work to promote greater appreciation of heritage Spanish in society.</p> <p align="right">(BMH)</p>
<p>Room: B María Eugenia Olivos Pérez, Stéphanie Marie Brigitte Voisin & Patricia Oaxaca Ramírez</p>	<p><i>Reformulación como re-explicación en clase de FLE: tipos y momentos</i> La reformulación docente es una modalidad de la explicación. Su estudio es importante en el marco de la formación de futuros profesores de lengua. Identificamos los tipos de reformulación de acuerdo a su función dentro del discurso didáctico. En este trabajo categorizamos cada una y las ilustramos.</p> <p align="right">(EL)</p>
<p>Room: C Alpha Martínez-Suárez Olga Estrada Francisco Saucedo Madhavi Usgaonker Samuel Gutiérrez</p>	<p><i>Practice-based Pedagogies of Disruption during CoVid19 in Schooling, A Conversation</i> The purpose is to start a plática, a conversation about the diverse experiences lived during the COVID19 pandemic with our studies and practice using Pedagogies of Disruption as a transformative framework lens. The central problem is to examine the lived experiences of our students and ourselves during the global crises and how these experiences can be reframed using critical lenses and transformative pedagogies.</p> <p align="right">(ASJI)</p>

Concurrent Sessions 3

11:30-11:55

<p>Room: A Maria Leticia Temoltzin</p>	<p><i>Necesidades de lectoescritura de estudiantes universitarios de retorno en México</i> Este estudio analiza las habilidades de lectoescritura que los estudiantes de retorno necesitan para insertarse en el nivel superior en México después de completar sus estudios en Estados Unidos. El estudio identifica las áreas de mejora de lectoescritura en español y presenta una propuesta para el desarrollo de las CALP.</p> <p align="right">(BMH)</p>
<p>Room: B Vilma Huerta Edwin León Mario López Jamie Schissel</p>	<p><i>Future English teachers and Indigenous Speakers Sharing Their Own Languages</i> This research-based presentation was developed in a public university in Oaxaca, México addressing the question: How do universities in Mexico work prepare future language teachers who value English and Indigenous languages? The main objective is to present evidence of the benefits of reciprocal peer tutoring with future English teachers.</p> <p align="right">(ASJI)</p>
<p>Room: C María Lilia López López Eveling Zenteno Villarce</p>	<p><i>El docente propiciador de autonomización en la LEF-BUAP</i> Este es un trabajo que nos dará a conocer las estrategias del docente de la LEF de la BUAP, empleadas para impulsar la autonomización del estudiante dentro y fuera del aula.</p> <p align="right">(LPP)</p>

Concurrent Sessions 4

12:00-12:25

Room: A Janeth Martinez-Cortes	<i>Memories of the Schooling Experiences of Latina Bilingual Pre-Service Teachers</i> In this research-based presentation, the author presents the narratives of three Latina bilingual pre-service teachers. The author utilized a qualitative approach with ethnographic methods to examine how Latina bilingual pre-service teachers' higher education experiences are shaped by their home and schooling experiences. <p style="text-align: right;">(BMH)</p>
Room: B Tonatiuh Eduardo Chávez Juárez	<i>Co-construir la competencia redaccional para facilitar el proceso de enseñanza/aprendizaje</i> ¿Cómo desarrollar la competencia de la Expresión Escrita bajo circunstancias asfixiantes para el docente como el caso de los grupos numerosos? Proponemos una metodología de desarrollo y aprendizaje de la Producción Escrita apropiada a los grupos numerosos de estudiantes del nivel Medio Superior en los cursos de Lengua extranjera. <p style="text-align: right;">(LPP)</p>
Room: C Norma Flores González	<i>Linguistic and Cultural competencies to compensate students' struggles abroad</i> When people have the opportunity to be in contact with natives or in any foreign country, they have difficulties to communicate suitably mainly because their language baggage is more academic, and they miss the linguistic and cultural competencies to have a successful conversation. <p style="text-align: right;">(EL)</p>

Poster Presentations

1:30-1:55

1:30-1:35 Room: B Maren Mitchell	<i>Faculty, Staff, and Students Attitudes toward U.S. University Language Policy</i> Declines in international students attending United States universities have forced schools to reevaluate their language policies. This poster presents results from a qualitative case study of two U.S. university language policies including interviews with faculty, students, and staff and document analyses. Implications for policy development and improvement are discussed. <p style="text-align: right;">(LPY)</p>
1:40-1:45 Room: B Samantha Villarreal	<i>Technology training in dual-language middle schools during COVID-19</i> This poster examines the digital literacy acquisition and lack of acquisition that took place during Spring 2020 the transition of online courses, focusing primarily on the digital literacy of a seventh-grade Latino male English Language Learner (ELL) enrolled in a public dual-language education program in Texas. <p style="text-align: right;">(LT)</p>
1:50-1:55 Room: B Clarissa Valdez	<i>Tex-Mex Linguistic Scenarios: Positive Approaches for Bilingual Education Teacher Candidates</i> Drawing from Ofelia Garcia's (2015) definition of translanguaging, this presentation examines linguistic samples of Tex-Mex as a hybrid of English and Spanish, underscoring the positive impact teacher candidates can have on future learners through the development of an asset-based approach to language in multicultural classrooms. <p style="text-align: right;">(BMH)</p>

Concurrent Sessions 5

2:00-2:25

<p>Room: A Elise Brittain</p>	<p><i>Actively Resisting Linguistic Imperialism: A Review of Strategies for Teachers</i> This session will review recent research from English as a foreign language (EFL) teaching contexts that examines how English teachers resist linguistic imperialism in their classrooms. This session targets English teaching practitioners interested in developing their awareness of their own ideologies about the teaching of English globally and reimagining EFL teaching.</p> <p align="right">(LPY)</p>
<p>Room: C Flavia Alicia Juárez Manzano</p>	<p><i>Tecnologías emergentes para el desarrollo de competencias ciudadanas en estudiantes de licenciatura</i> La investigación se realizó mediante la metodología investigación acción, El objetivo fue conocer la opinión de los estudiantes de licenciatura al cursar la materia Formación Humana y Social, mediante el uso de la plataforma Schoology. Los participantes fueron estudiantes de Licenciatura. Se dio seguimiento a la plataforma y se aplicó un cuestionario. Los participantes consideraron que la plataforma les ayudó a concluir el curso y adquirir competencias ciudadanas. Se concluye que no han desarrollado su competencia ciudadana.</p> <p align="right">(LT)</p>
<p>Room: D Anne Violin-Wigent</p>	<p><i>Teaching French Diversity and Social Justice Through Songs</i> This presentation describes an intermediate-level class focused on diversity, minorities, and social justice in France. Seven themes are included: l'art engagé ('socially engaged art'), women and men, sexual identities, political dissent, war and the Holocaust, immigration, and regional cultures. The syllabus, songs and activities will be shared.</p> <p align="right">Workshop (LPP)</p>

Concurrent Sessions 6

2:30-2:55

<p>Room: A Martha Zapata</p>	<p><i>Presentando la historia alejada del excepcionalismo estadounidense en las aulas de Texas</i> Esta presentación será basada en prácticas escolares, que incluirán elementos de justicia social y el revisionismo de personajes históricos, específicamente en el tema de el Álamo. La idea es presentarles a los estudiantes la historia alejada del excepcionalismo estadounidense para que puedan expandir su conocimiento y pensamiento crítico.</p> <p align="right">(CDD)</p>
<p>Room: B Norma Flores González</p>	<p><i>Representing Reading, Understanding and Knowledge in an EFL Learning Process</i> When studying English, students face some difficulties, especially when reading narrative texts. The objective of the following research is to show how graphic organizers could help students not only to understand facts, but also to grasp the evolution process of the English language.</p> <p align="right">(LT)</p>
<p>Room: C Sara Merino Munive Rocio Barbosa Trujillo Leticia Estudillo Leon</p>	<p><i>Digital tools for improving teenagers' speaking</i> In the last decades, most EL teachers are incorporating the use of different online sources in order to complement and motivate their teenagers' EL. Speaking seems to be one of the skills that receive less attention in EL classrooms. This project pretends to examine the speaking improvement of a group of teenagers when using different online sources outside the classroom.</p> <p align="right">(LT)</p>

Concurrent Sessions 7

3:00-3:25

Room: A Fabiana Stalnaker	<i>An Exploration of Second Language Writing Anxiety Among ESL Learners</i> This proposal will describe the sources of second language writing anxiety in the ESL classroom and analyze the ways in which teacher feedback can impact students' anxiety. <p style="text-align: right;">(BLB)</p>
Room: B Carlos Alfredo Pazos Romero María del Carmen Castillo Salazar María Eugenia Olivos Pérez	<i>La evaluación de los aprendizajes de los estudiantes de la licenciatura en la enseñanza del francés de la BUAP en situación de emergencia sanitaria</i> Este trabajo de investigación se centra en el uso de recursos digitales emergentes y los resultados de su aplicación en las evaluaciones de los aprendizajes de los estudiantes de lenguas. El hallazgo principal es el desconocimiento de los recursos digitales y su pobre adaptabilidad en el proceso de evaluación. <p style="text-align: right;">(LTA)</p>
Room: C Alma Sánchez Linares Yareni Arenas Sánchez Gareth Scyner	<i>Fostering Learners' Intercultural Competence Through Facebook: An Exploratory Study</i> This presentation examines the usefulness and effectiveness of using a Facebook group to develop interculturality among learners and their interactions. Most of the time, social media is just used for recreational purposes, but could teachers employ it as a resource to foster and improve interculturality as part of their classes? <p style="text-align: right;">(LT)</p>
Room: D Araceli Salas	<i>El reto de publicar</i> El proceso de preparación y publicación de un artículo científico puede generar muchas dudas e inseguridades entre los autores frente a las demandas de sus instituciones por tener publicaciones indexadas. Durante este taller se presentarán de forma práctica y objetiva algunos tips para el envío de un artículo exitoso. <p style="text-align: right;">Workshop (LPP)</p>

Concurrent Sessions 8

3:30-3:55

Room: A Michael Tallon	<i>A Qualitative Look at Language Anxiety in Spanish Heritage Students</i> The purpose of this study was to examine the issue of foreign language anxiety (FLA) in heritage students of Spanish from a qualitative perspective. The study was intended to expand upon previous research on FLA by focusing on a new group of students. <p style="text-align: right;">(BMH)</p>
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<p>Room: B Gareth Scyner</p>	<p><i>Engaging English Language Learners through the global appeal of soccer</i></p> <p>The presenter begins by outlining what motivates learners, and argues that soccer's global appeal is a motivating factor for many learners to engage with English language learning. 3 case studies of national football federations examine the effectiveness of how football is used to teach English, promoting interculturality through these contexts.</p> <p style="text-align: right;">(LPP)</p>
<p>Room: C María Katarina Amador Reynoso Carlos Alfredo Pazos Romero María Eugenia Olivos Pérez</p>	<p><i>El uso de reactivos en una prueba de acceso a las prácticas profesionales para evaluar el componente intercultural: el caso de la LEF</i></p> <p>Este trabajo de investigación atiende la competencia intercultural que debe tener un futuro docente al concluir su formación académica. El hallazgo principal es la prueba de nivel de conocimientos y los dos niveles. Los resultados de la prueba revelan la importancia de fortalecer la interculturalidad en futuros docentes de lengua.</p> <p style="text-align: right;">(LTA)</p>