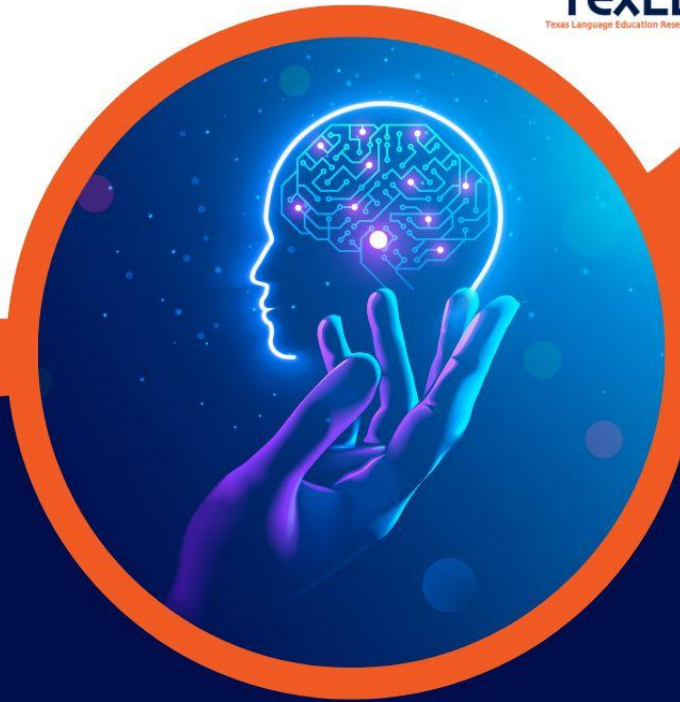# 2023
TEXAS LANGUAGE EDUCATION RESEARCH
24th Annual Conference

TexLER
Texas Language Education Research Conference

BOOK OF ABSTRACTS

Theme:
Humanizing Research and Practice in the Era of Technological Convergence and Societal Challenges

CONFERENCE DATES

IN-PERSON
SEPTEMBER 30
SATURDAY

ONLINE
OCTOBER 7
SATURDAY

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IN-PERSON

Inclusion of LGBTQ+ Representation within Educational, Linguistic, and Pedagogical Spaces

Presenter
Jerry Romero Jr.

ABSTRACT

Throughout my eight years of teaching, I advocated for LGBTQ+ inclusion on my middle school campus, including establishing the first LGBTQ+ Alliance in my school district, SAISD. The urgency to create this safe space was a result of statements made by LGBTQ+ students who were faced with daily harassment and prejudice from both other students and teachers. Institutional power influenced the manner in which students were continuously disenfranchised by the educational system as many were afraid of reporting authority figures on campus due to fear of retaliation and because many of these students were not 'out' at home. During the first two years, I sponsored our Alliance, held weekly meetings, facilitated conversations with students about identity, and even disclosed my own gay/queer identity. I wanted students to have a space where they felt safe, where they could be themselves and not have to fear persecution. Despite these efforts and this feeling of security, a fundamental aspect was missing, actual campus inclusion. These safe spaces often place LGBTQ+ students within an additional layer of marginalization, disconnecting their identities, experiences, stories, and discourse from campus culture. This presentation will highlight campus-wide efforts, experiences, and initiatives that helped in transforming educational, linguistic, and pedagogical spaces in an effort to construct LGBTQ+ inclusive policies, curriculum, and awareness campaigns. All material presented will include a practice-based approach to LGBTQ+ inclusion and support in educational spaces and demonstrate the necessity for redesigning how we currently conceptualize LGBTQ+ diversity within school campuses.

Jerry Romero Jr. (He/Him) is a Queer Xicanx educator/ researcher, San Antonio native, and 3rd year first-generation Ph.D. Fellow in Culture, Literacy, and Language at the University of Texas at San Antonio (UTSA). His research interests stem from his background in linguistics and sociological research, including Sociolinguistics, Discourse Analysis, LGBTQ+ Identity, and Queer Studies. His current research focuses on the social construction of Queer Necropolitics, linguistic violence within medicalization, and the production of transmisogynistic/anti-LGBTQ discourse and rhetoric.

Emotiwriting: Engaging Digital Natives to Think Critically and Write Creatively

Presenters
Andy Cubalit
Ruth Leah Cubalit

ABSTRACT

Writing is one of the four fundamental skills offered across English courses. Writing properly is necessary for students; it is not an option. Writing ability is a predictor of academic achievement. Writing is one of the most important skills for an EFL learner. After conducting a random interview with lecturers and students, it was discovered that while writing is needed by students, there is little support available to help them improve their writing abilities. Short essays are typically required for final exams in English courses, and writing is also required for standardized tests like TOEIC and IELTS. To some, it can be challenging, boring, and frustrating to write. As a result, students either created plagiarized work or turned to employing internet tools (AI) to write their essays. In this session, the speaker will discuss Emotiwriting as an alternate strategy for digital natives to think and write critically, creatively, and effectively.

Dr. Andy Cubalit is a Senior Lecturer at King Mongkut's Institute of Technology Latkrabang. A purpose-driven eclectic educator. Adept in developing, implementing, and managing quality instructional programs and curriculum design. Published articles in journals and conference proceedings. Written several ELT books and materials. Founded the Global Educators Network (www.gentefl.org).

Ruth Leah Cubalit is an English for Sciences teacher the under the Science, Mathematics, Arts and Technology Program at Chalermkwansatree School. She graduated with the degree Bachelor of Secondary Education major in Biology. She is currently taking her Master Degree in Education.

De Clase Internacional: An Innovative Multilingual Magazine without Cultural Barriers

Presenter
Nico Wiersema

ABSTRACT

De Clase Internacional of the Regional Department of Languages was published for the first time in November 2013. It was created with the aim of sharing the findings of different research topics concerning foreign language teaching and interculturality, based on concrete experiences in the context of the language classroom. They are aimed at all teachers interested in acquiring and sharing knowledge and experiences of the complex process of learning foreign languages, as well as skills that enable students to communicate effectively in multicultural contexts. The journal publishes two issues per year and provides teachers and readers with current information on research articles, literature review articles and/ or real class experiences related to the practice of teaching language and culture. Some of the topics we have focused on (not restricted to) are: language teaching methods, curriculum development, new technologies. language teacher education and professional development cross-cultural studies. The objective of this poster session is to invite participants to read our magazine and to consider writing about their teaching experiences and share those with our readers.

Nico Wiersema is currently Regional Director of the Language Department at the Tecnológico de Monterrey in Monterrey, MX. He has a background in Translation Studies and English Language and Literature from the University of Amsterdam. He has worked in language education in Mexico since 1995.

Somos Mejores Juntos: A Match Made In The Library

Presenters
Lucero Saldaña
Teresa Bernal-Martinez

ABSTRACT

Pre-K Academy at West Avenue is a full-day, public Pre-K program created specifically for three- and four-year-old children in San Antonio's North East Independent School District. Family Engagement has been a significant foundation on which the Pre-K program has been created to help families, especially multilingual families, from the start of their child's educational journey since the school's inception. We acknowledge the importance of engaging families and provide techniques to encourage development and learning at home. Family engagement events include bilingual activities involving both the adult and child. We, the Family Specialist and Librarian, work together with community partners to deliver programs like H-E-B Read 3, KLRN's Play and Learn Program, and KLRN's Healthy Kids Project. In this series of activities, caregivers and Pre-K students learn new ways to connect, such as making art, preparing nutritious foods, and collecting free books to establish a home library. These programs were initiated to encourage effective communication, fun, and learning with families. The school will benefit from an increased volunteer base, participation in on-campus events, and a bigger number of families gaining skills to help the student throughout the key early childhood years. Ultimately, the memories made here at the library will be treasured for many years to come.

Lucero Saldaña has been actively involved in education for nearly a decade, with experience in middle school writing, special education, emergent bilinguals, Mexican American Studies, and, most recently, family and community engagement. Saldaña is a Family Specialist at North East ISD's Pre-K Academy at West Avenue, a Pre-K school that acquired the H-E-B Excellence in Education Award in Early Childhood Facility Center in 2023. Additionally, she serves as adjunct professor of Mexican American Studies and Humanities at San Antonio College.

Teresa Bernal-Martinez has been an educator for the past 22 years in San Antonio, TX. She has taught Pre-K thru 5th grade at various school districts including private schools. Bernal-Martinez had the honor of being Teacher of the Year- WOAI March 2003. She is currently the librarian at North East ISD Pre-K Academy at West Avenue, where this campus has acquired the H-E.B in Excellence in Education Award in Early Childhood Center April 2023.

The Traveling Literacy Backpack

Presenter
Maria Carrillo

ABSTRACT

The Traveling Literacy Backpack, is filled with authentic culturally relevant books that will be successful reads, for both parents and students, in order to build language and personal connections. Together, students and parents will follow a simple activity, provided in both English and Spanish, encouraging an engaging discussion. The plan is to give everyone involved the opportunity to use their whole language repertoire, Espinosa et al., 2016) Reclaiming Bilingualism: Translanguaging in a Science Class, in order to process higher order thinking skills, centered around making personal connections, with text, without relying on facts or memorization. This will help with the assumptions about what culturally responsive means: literature that represents characters from the same ethnic background as the students in an attempt to provide culturally responsive instruction for children, as stated by Kelly and Moore, (2021)What is culturally informed literacy instruction? The TLB will include a newsletter that will give a short, easy engaging outline, per book, plus a google link where parents can submit photos of their interactive activity with their child to use as a slide presentation for open house, parent meeting, or literacy night events. The purpose of the Traveling Literacy Backpack is to elevate the connection and opportunity for translanguaging and the multidialectal repertoires of the parents, while embracing cultural heritage. Literacy is a tool used to develop and embrace culturally multicultural learning.

Maria Del Rosario Carrillo, Master of Education Degree in Multicultural Multilingual Studies. I have taught for 23 years in the public system, in Bilingual, ESL programs. I believe in the power of networking and sharing my learning with others in order to better serve our Emergent Bilingual students.

Inclusión y currículo intercultural: enseñanza de lenguas en primaria bilingüe

Presenters
Carlos Alfredo Pazos Romero
María Eugenia Olivos Pérez

ABSTRACT

Las actitudes lingüísticas sobre la enseñanza de lenguas en primaria deben ser documentadas desde los diferentes enfoques y actitudes más comunes. Por ello, este trabajo plantea conocer y documentar desde la sociolingüística las actitudes lingüísticas de los profesores y de los estudiantes frente a la adquisición de lenguas maternas y extranjeras. Para la muestra hemos seleccionado 3 grupos de sexto año y 3 profesores titulares de Primaria "Niños Herores de Chapultepec" de Nealtican, Puebla. El estudio tiene una duración de un semestre en primavera 2023. Para esta investigación recurrimos al estudio de caso para la recopilación de datos: La recopilación de datos se realizó a través de una combinación de técnicas de investigación cualitativas, como entrevistas a docentes, observaciones en el aula y análisis documental de los materiales didácticos. Los datos recopilados se analizaron utilizando un enfoque de análisis de contenido. Se identificaron los temas relevantes en torno a la inclusión multicultural y plurilingüe en la enseñanza de lenguas en la primaria bilingüe Niños Héroes de Chapultepec Nealtican Puebla. Revelamos las actitudes lingüísticas de los estudiantes y docentes, respecto a la enseñanza de lenguas maternas y extranjeras. Las prácticas curriculares y pedagógicas que se llevan a cabo en esta escuela promueven la inclusión multicultural y plurilingüe. Este trabajo resultó relevante siendo que la inclusión multicultural y plurilingüe en la enseñanza de lenguas es un tema importante en la educación actual, debido a la creciente diversidad cultural y lingüística de nuestras sociedades, de nuestras aulas y de nuestros alumnos y profesores.

Profesor investigador de la Benemérita Universidad Autónoma de Puebla. Doctor en lingüística aplicada por la Universidad de Vigo, España. Miembro del padrón de investigadores de la BUAP. Responsable del centro de investigación en estudios e-multilingües. Miembro del CONACYT. Responsable del Cuerpo académico interacciones en el aula. Profesor de francés.

Profesora investigadora de la Benemérita Universidad Autónoma de Puebla. Miembro del Cuerpo académico interacciones en el aula. Profesora de francés. Maestra en ciencias del lenguaje. Integrante del centro de investigación en estudios e-multilingües.

Teachers' Testimonio: From Personal Experience to Classroom Practice

Presenter
Stephanie Rodriguez

ABSTRACT

Teachers have an impact on the lives, experiences, and perceptions of students. A classroom is a place for the communal construction of knowledge that extends the academic and social to students' personal, embodied, and spiritual aspects. What is discussed in a classroom goes beyond content areas and standardized tests. It becomes embodied experiences that shape our societal position and understanding. The inquiry of this research project is teachers' positionalities and perceptions of race and language through their testimonios. Using oral history as a research method through semi-structured interviews to reconstruct the story of the participant's life while concentrating on a specific point: why and how they became teachers and how their upbringing informed their teaching practice with Emergent Bilingual students. From a Chicana Feminist Intersectional theoretical framework, this project questions the current state and dynamics of race, language, and culture in K-12 emergent bilingual serving institutions and classrooms (Crenshaw, 1989; Delgado Bernal, 2012; Esposito & Evans-Winters, 2022; Solorzano, 2019). Additionally, this study shows the need to humanize the educational system levels at all levels (Freire, 1970). We need to open spaces to talk, share, and create community.

Stephanie Rodriguez is a graduate student in the Bicultural and Bilingual Education program at UTSA, an ESL Instructional Assistant for a Middle School, and a Teaching Assistant for the REGSS Department at UTSA. Her research interests are focused on multicultural and multilingual education, Chicana/ Latina epistemologies, and cultural production.

La enseñanza y el aprendizaje de lenguas en primarias rurales

Presenters
María del Carmen Castillo-Salazar
Celso Pérez-Carranza
Maria Lilia Lopez

ABSTRACT

El proyecto tiene como objetivo general impulsar el desarrollo del proceso enseñanza – aprendizaje de lenguas en escuelas primarias rurales del estado de Puebla a través de la impartición de clases de idiomas, diseño de materiales de enseñanza – aprendizaje, creación de espacios para el aprendizaje tales como el centro de lectura lúdico, entre otros y organización de actividades y talleres culturales. Los participantes son profesores investigadores de dos cuerpos académicos de la facultad de lenguas, directivos de las escuelas primarias, profesores, estudiantes y padres de familia. El proyecto se desarrolla en etapas cíclicas: diagnóstico, desarrollo, monitoreo y evaluación. Todas las actividades y evidencias serán documentadas y analizadas para generar productos de investigación como son tesis, publicaciones, cursos y talleres para profesores y ponencias. Al final del primer año, se evaluarán los resultados del proyecto y se implementarán las mejoras necesarias. El impacto del proyecto es de alcance social ya que se apoyará a la comunidad de las escuelas rurales brindando, a través de las clases de idiomas, la oportunidad de desarrollo integral de los estudiantes, mismo que resultará en un futuro profesional y laboral más certero y por lo tanto un estilo de vida más cómodo, pleno y feliz para los educandos y sus familias. El eje central del proyecto es la lectura extensa, siguiendo a Nation y Waring (2020) quienes afirman que los profesores necesitan implementar algunas actividades para impulsarla y a Tanemura (2020) quien establece que la comprensión de lectura está relacionada con el conocimiento culturalmente familiar que el lector ya posee.

Profesora Investigadora de tiempo completo en la Benemérita Universidad Autónoma de Puebla, Doctora en Ciencias Pedagógicas por la Universidad de Camagüey, Cuba. Líder del Cuerpo Académico "Docencia, Investigación e Innovación Profesional", cuenta con perfil PRODEP y es miembro del Padrón de Investigadores de la Benemérita Universidad Autónoma de Puebla.

Profesor Investigador de tiempo completo en la Benemérita Universidad Autónoma de Puebla, director de la Facultad de Lenguas. Doctor en Ciencias Pedagógicas por la Universidad de Camagüey, Cuba. Miembro del Cuerpo Académico "Docencia, Investigación e Innovación Profesional" e integrante del Padrón de Investigadores de la Benemérita Universidad Autónoma de Puebla.

Profesora Investigadora de tiempo completo en la Benemérita Universidad Autónoma de Puebla, Doctora en Educación por la Universidad Autónoma de Tlaxcala. Miembro del Sistema Nacional de Investigadoras e Investigadores del CONAHCYT, cuenta con perfil PRODEP y es miembro del Padrón de Investigadores de la Benemérita Universidad Autónoma de Puebla.

Graduate Teaching Assistants' professional identity work while becoming language teacher educators

Presenters
Aslihan Yilmaz
Dr. Jessica McConnell

ABSTRACT

Scholars have studied TESOL teacher educators' (TEs') experiences in different global contexts (Lee & Yuan, 2022; Peercy et al., 2019). However, more research is needed to understand better the identity development of TESOL graduate teaching assistants (GTAs) in becoming TEs. Thus, our case study explores three diverse transnational graduate teaching assistants' (GTAs) identity construction as TESOL teacher educators (TEs). It sheds light on the GTAs' struggles, challenges, and strategies for transforming into TEs who are working with future teachers of multilingual learners in teacher education programs in the US. Resting upon earlier research (Barkhuizen, 2021; Gao, 2017), we theorize professional learning as identity construction (Wenger, 1998) and position GTAs as emerging TESOL TEs in their work with TCs. Therefore, we focus on the complexities involved in their identity construction as TEs, addressing this question: How do GTAs construct their TE identities as they serve TCs preparing to teach multilingual learners? We collected the following research data: individual interviews, classroom observations, lesson plans, activities, and focus group interviews. We analyzed the data with Gao's (2017) TE identity framework, which includes "macro-context, institutional setting, situated activity, and self" (p. 194). Preliminary findings indicate that (1) GTAs bring their former/existing teacher identity to their new TE identity construction, (2) GTAs, especially if transnational doctoral students, need institutional support in navigating the challenges and tensions in learning to work with TCs, (3) GTAs' social identities (language, culture, race, and nationality in particular) inform their TE identities, (4) GTAs assert agency and engage in emotion labor when working with TCs, and (5) GTAs strategically apply their learning in doctoral courses into their TE practices. We will discuss those findings in relation to existing research on TESOL TEs and share implications for preparing TEs in doctoral education programs.

Aslihan Yilmaz is an international graduate assistant from Turkey. She just finished her first year as a doctoral student in the Culture, Literacy, and Language program at The University of Texas at San Antonio. Her research interests include teacher identity, particularly with respect to the experiences of international graduate research assistants.

Jessica McConnell is a former high school French and Spanish teacher. She recently graduated from the University of Texas at San Antonio with a Ph.D. in Culture, Literacy, and Language. Her current research interests include teacher attrition, teacher burnout, teacher education, teacher identity, and translanguaging.

Translanguaging Through Tejano Poetry on Pages and in Classrooms

Presenters
Elena Foulis
Eddie Vega

ABSTRACT

Asina is How We Talk: A collection of Tejano poetry written en la lengua de la gente, edited by Eddie Vega, brings together local talent to write in the local language, often using code-switching in more than one way, he says, "I offer this collection of poetry as a celebration of the pocho, mocho, Spanglish, Tejano, Tex-Mex lengua that the gente actually speaks." Though the mixing of language is not new, its acceptance in the contemporary context has been arduous and slow-moving. For this reason, incorporating texts that speak of students' experiences and those of their families is crucial to creating a classroom that is culturally and linguistically sustaining, while pushing for language inclusion. That is, dismantling ideas of privilege and prestige in Tejano Spanish, or US Spanish. Past San Antonio Poet Laureate, Carmen Tafolla writes in the preface, "Asina is How we Talk is an instrument of cultural survival, pride, and understanding, and a celebration of a dynamic translanguaging that brings laughter, growth, and healing. More importantly, it is a reflection of who we are, because Asina IS how we talk!" Indeed, language is central to identity. Yet, it was often taken from our community, and in our education so that we spoke one way at home, another at school. As writers and educators, we're reclaiming the true language as spoken throughout this region - one mixing español here and there con un poquito de inglés de vez en cuando. We aren't the only ones, however, as mixing happens in border regions and among immigrant populations. Language is dynamic and integral to cross-cultural understanding. We, a poet, and a professor, will speak of our challenges and triumphs in the realm of translanguaging from our unique south Texan perspective.

Elena Foulis is an Assistant Professor and Program Director of Spanish as Heritage Language at Texas A&M University, San Antonio. She directs the oral history project, Oral Narratives of Latin@s in Ohio since 2014. Foulis's research explores Latina/o/e voices through oral history and performance, identity and place, ethnography, and family history. Foulis is an engaged scholar and is committed to reaching non-academic and academic audiences through her writing, presentations, and public humanities projects.

Eddie Vega is a poet, spoken word artist, storyteller, and educator. His poetry has been displayed on VIA Buses and downtown San Antonio buildings. His first full-length collection of poetry, Chicharra Chorus (FlowerSong Press) was published in 2019 and he is the 2021 recipient of the Literary Arts Grant from the Luminaria Artist Foundation. In 2022, Vega won the Haiku Death Match at both the Southern Fried Poetry Slam and the NSFPS BlackBerry Peach Slam. His latest project is a collection of poems written by South Texas poets entitled, Asina is How We Talk.

Border Crossing Cartonera Book Pedagogy

Presenter
Jesse Gainer

ABSTRACT

The presentation, Border Crossing Cartonera Book Pedagogy explores the question: What can we learn about language and literacy teaching and learning from border crossing cartonera book making activities? The presentation will share data from action research that featured collaborations by students and teachers in different locations who worked together in virtual spaces to co-write cartonera books and share them. This presentation will best fit into Strand 4: Research-Practice Nexus in Language Education because the action research seeks to examine effective language and literacy pedagogies that can inform classroom practices. The presentation will begin with an overview of cartonera books—made from reusing discarded cardboard for purposes of democratizing literacy and authorship. Data comes from three related projects that centered DIY bookmaking as a means of connecting people across spaces as humanizing pedagogy. The four projects highlighted in the study include: 1) two classrooms of 5-year-old students—one in San Marcos, Texas, USA and one in Yauyos, Peru, collaborating to write books, Un Dia En Mi Vida; 2) two classrooms of 5th grade students—one in San Marcos, Texas, USA and one in Lima, Peru who collaborated to write the book, Flora y Fauna: San Marcos--Lima; 3) Bilingual/intercultural teachers in Peru, Mexico, and US co-write a book about their teaching in indigenous languages of their respective communities; & 4) Children of men incarcerated in a maximum security prison write stories, Cuentos hechos por niñes para niñes with the help of their fathers who edit their texts and co-present the book.

Jesse Gainer is a Professor of Literacy Education at Texas State University, a former director of the Tomás Rivera Book Award, and founder of Aquifer Cartonera. His research interests include critical multicultural education and student-centered literacy practices.

Usando guías anticipatorias bilingües para mejorar comprensión en el aula

Presenter
Dr. Paul Parkerson

ABSTRACT

Las guías anticipatorias son estrategias de comprensión de texto que ayudan al lector a abordar nuevos textos dividiéndolos en pequeños trozos. Si buscas "guías anticipatorias" en Google, encontrarás que hay una gran cantidad de información sobre qué son y cómo se usan. Es mi deseo compartir una versión modificada para estudiantes multilingües: Guías anticipatorias bilingües. Estas guías anticipatorias bilingües están marcadas por las huellas dactilares a base de las experiencias y conocimientos de mis alumnos anteriores, que he ido recopilando a lo largo de su uso como una herramienta de comprensión de lectura en aulas de artes del lenguaje bilingües y de ESL de tercer a quinto grado. Como maestro de escuela pública, también tengo la perspectiva que los estudiantes necesitan desarrollar competencia en muchas habilidades de lectura para tener éxito en las pruebas de lectura exigidas por el estado. A lo largo de los años, he visto a los estudiantes que usan guías anticipatorias bilingües reaccionar de manera diferente. Para la mayoría, se convierte en una de las diversas herramientas multilingües que se utilizan para navegar la lectura académica, pero para algunos, la estructura y el enfoque aprendido ayudan a desarrollar la confianza para aceptar textos nuevos y desconocidos sin vacilar, lo que los motiva a trabajar de manera más independiente. Esto es evidente cuando los estudiantes pueden acceder al texto en ambos idiomas, reforzando el uso de todo su lenguaje. Este taller demuestra el proceso y da recursos para maestros a llevar a su propio espacio educacional.

Paul Parkerson is an adjunct professor at Texas Woman's University in Denton, TX. He received his Ph.D. in Reading Education from TWU and his M.Ed in K-12 English for Culturally and Linguistically Diverse Second Language Education from Jones International University. Currently, he is a K-5 bilingual/ESL interventionist.

Leveraging technology and interaction to promote critical language awareness

Presenters
Dr. Jessica McConnell
Aslihan Yilmaz

ABSTRACT

This workshop is grounded in research on the importance of critical language awareness (CLA) in the preparation of future teachers of culturally and linguistically diverse learners (Athanases et al., 2019) as well as the role of interaction and reflection in promoting a more linguistically responsive pedagogy (Laletina et al., 2022; Lucas & Villegas, 2011). Finally, this workshop acknowledges the increasing need for understanding how to leverage and integrate technology in the classroom as well as teacher education spaces. Thus, this workshop will demonstrate how the lead professor guided content area teacher candidates through multiple technology-infused and interactive activities to promote a greater understanding of CLA. Participants will be asked to spend the first 5 minutes completing a PollEverywhere about their current knowledge and/or questions about CLA. Participants will then spend 5 minutes asking ChatGPT to explain CLA in a way that connects to their interests and/or background knowledge and experiences. During the next 10 minutes, participants will speak with peers 2 minutes at a time discussing the results of their search. During the next 10 minutes, students will divide into small groups and complete a Piece o' Pizza activity. During the next 5 minutes, participants will complete a second PollEverywhere to describe what they learned and questions they still have, as well as ideas for possible other contexts where this type of activity may be useful. With the time remaining, the presenters will describe the results of doing this same activity in a classroom with content area teacher candidates.

Jessica McConnell is a former high school French and Spanish teacher. She recently graduated from the University of Texas at San Antonio with a Ph.D. in Culture, Literacy, and Language. Her current research interests include teacher attrition, teacher burnout, teacher education, teacher identity, and translanguaging.

Aslihan Yilmaz is an international graduate assistant from Turkey. She just finished her first year as a doctoral student in the Culture, Literacy, and Language program at The University of Texas at San Antonio. Her research interests include teacher identity, particularly with respect to the experiences of international graduate research assistants.

Understanding Minority Teacher's Contribution to Multilingual Education in Ethno-Centric Education System

Presenters
Eman Abo-Zaed Arar

ABSTRACT

Globally, immigrant and endogenous minorities are differentiated from majority groups in different aspects, socially, culturally, ethnically, and linguistically. In liberal democracies, the majority are expected to recognize the unique characteristics of minority groups, while acting for their equal integration (Author, 2023). Ethnic and demographic differences between teachers and students arouse public, and educational concerns (Cherng & Halpin, 2016; Gist & Bristol, 2022), nevertheless, in the U.S. context, this issue has received widespread public and research attention in recent years, considering the recent change in the structure of the population: Afro-Americans, indigenous people, and Hispanics currently make up 37% of the adult population, and about 50% of the student population. Given ethnic and education separation in Israel, this research aims at exploring Arab minority teachers' induction into the Jewish education system in Israel. We utilized a qualitative research design and interviews with 20 women minority Arab teachers to unravel these minority teachers' induction challenges, compared to 10 interviews with Jewish majority teachers' perceptions. The findings shed light on the integration of women Arab teachers in the Jewish education system and disrupted the status of segregation in education, and Israeli society. Their induction in Jewish schools involves different coping challenges, encountering with school community constitutes a fertile bed for intercultural contact, both linguistic and ethnic, augmenting circles of belonging and identity formation. This research contributes to theory, policy, and praxis by reconceptualizing the induction of endogenous minorities in an ethnically segregated system coping with an environment of constant conflict.

Eman Abo-Zaed Arar, Ph.D. Assistant Professor, Department of Curriculum and Instruction, Texas State University. Dr. Arar completed her doctoral studies at the Multi-lingual Education Department at Tel-Aviv University, her mixed methods dissertation covered Arab women teachers‚Äô integration in Jewish schools in Israel. Her research revolves around emergent bilingual, and minority dual language teachers in majoritarian education systems.

Cultivating Cultural Connections: Strengthening Skills in Teaching SHL

Presenters
Sylvia Fernandez Quintanilla
Stephanie Brock Gonzalez

ABSTRACT

In today's multicultural and linguistically diverse educational landscape, the significance of professional development for instructors of Spanish as a Heritage Language (SHL) cannot be overstated. Current professional development (PD) practices are characterized by a dynamic blend of pedagogical innovation and cultural responsiveness to effectively navigate the multifaceted challenges and opportunities inherent in this specialized field. PD can empower instructors with the tools to navigate the intricate balance between linguistic practices and cultural identity. As heritage learners often possess varying degrees of language skills and diverse backgrounds, educators need to employ adaptable teaching strategies that foster linguistic growth while celebrating cultural heritage with a curriculum that resonates with learners' lived experiences and interests. Furthermore, SHL programs emphasize the value of understanding students' cultural identities and connections to local communities, allowing educators to create inclusive and relevant curricula and facilitate a transformative learning experience for their students. Additionally, the guidance and training to integrate technology and interactive teaching approaches has enabled instructors to create engaging, learner-centered environments, and creates material that speaks and represents to the linguistic and cultural diversity of the students. In this presentation, we will discuss the steps that were taken to provide professional development opportunities to the current instructors of the SHL Program at UTSA as part of our larger efforts to expand and rethink the program.

Dr. Sylvia Fernandez is an Assistant Professor in Public and Digital Humanities in COLFA. Dr. Fernandez research and teaching lie at the intersection of U.S.-Mexico TransBorder and Latinx literatures, archives, languages and cultures with Public and Digital Humanities technologies, infrastructures and knowledge production practices.

Stephanie Brock Gonzalez is a Postdoctoral Fellow in COLFA that specializes in working with beginning-level heritage learners of Spanish. Currently, she is working on expanding the university's Spanish as a Heritage Language (SHL) Program and designing new courses, such as a course on Bad Bunny and #nosabokids.

Next- Gen Language Learning: Artificial Intelligence in the Classrooms

Presenters
Dr. Fabiana Stalnaker
Rana Alfunaie

ABSTRACT

Technology and artificial intelligence (AI) advancements are increasingly impacting the field of second language (L2) learning. AI technologies like speech recognition, machine translation, and natural language processing have proved to be effective tools for enhancing foreign language learning outcomes among language learners (Luckin et al., 2016). More recently, the revolutionary ChatGpt and other text-generating tools have paved for a new era of technology implementation in the learning process. In this research-based presentation, the authors will introduce the concept of AI and how it relates to language learning from both the learner and the teacher perspectives. The debate of whether these tools are perceived as either devilish or angelic for learning purposes are scientifically discussed based on recent literature (Cottom et al., 2023). Intelligent machines such as AI applications contribute to the transformation of the roles of schools, instructors, and students. They will also alter traditional and virtual interaction patterns in the educational environment. For this reason, this presentation also discusses practical tips that are supported by current literature for the utilization of AI in language classrooms (Rad, et al, 2023; Chiu et al., 2023; Almelhes, 2023). Similarly, language learners have shown to benefit from the use of AI in terms of their psychological states, such alleviating the associated anxiety with language learning, and increasing their motivation (Jeon, 2021; Liu et al., 2021).

Fabiana Stalnaker has earned a Ph.D. in Culture, Literacy and Language from the University of Texas at San Antonio. She has worked as an EFL/ ESL teacher in Brazil, the United States and Japan. Her research interests include language anxiety, motivation and TESOL.

Rana Alnufaie is a Ph.D. candidate in the Culture, Literacy, and Language department at the University of Texas at San Antonio. She has an MA in TESL, and BA in English linguistics. She worked as a linguistics lecturer. Her research interests include SLA and corpus linguistics.

Imagining academic identity: Chinese doctoral candidates and publishing experiences

Presenter
Dr. Xiaolong Lu

ABSTRACT

Despite difficulties and strategies in doctoral publishing, there is a need for research on how this particular population, especially international students with English as L2, navigate their self-identification as learners and emerging scholars (Hall & Burns, 2009) at the job-hunting stage. This paper presents a multiple-case study, examining the publishing stories from Chinese doctoral candidates in Linguistics. The qualitative analysis integrates Norton‚Äôs (2013) conceptualization of imagined community and identity, along with the concepts of investment and capitals (Darvin & Norton, 2015). The study aims to explore: (1) the students‚Äô preparation for the job market regarding scholarly publishing, (2) their envisioned academic communities, and (3) the impact of their constructed identities in imagined communities on their publishing investments. The research took place at a public university in the U.S. during 2022-2023. Four Chinese doctoral students (2 males, 2 females) majoring in Linguistics were selected via purposeful sampling. Data was collected through pre-interview biographical surveys, and semi-structured and audio-recorded interviews. Thematic analysis was employed to decipher the publishing experiences of these students throughout their PhD programs. Findings suggest that doctoral candidates‚Äô academic identities are shaped by diverse life experiences, leading to varied investments in publishing. Positively imagined academic identities can motivate candidates to invest in publishing, acquiring symbolic and economic capitals. The negotiation of doctoral identities can be dynamic and flexible, contingent upon the impact of (mis)alignment between imagination and reality on their publishing endeavors. The study offers pedagogical insights into the construction of identities regarding doctoral students' success in linguistics.

Dr. Xiaolong Lu is currently a senior lecturer of Chinese in UTSA. His research interests include second language acquisition and educational linguistics.

YOU ARE THE FIRE! Learn how to stay inspired on your Journey

Presenter
Tam Corbette Lopez

ABSTRACT

Teaching self-recovery is a journey towards creative holistic healing that becomes the compass. But how does one maintain the flame of inspiration amidst such burnout responsibilities? What's inspired you lately? Who's inspired you? How has that propelled You in a positive direction in your life or in others? This workshop provides a deep dive into the art of staying motivated in the realm of self-care and self-love toward your happiness. Delving into the very core of emotional and psychological burnout, participants will acquire healthy new habits. In my journey to inspire confidence in young people through art and live-to-inspire community workshops, I have learned the importance of a creative self-discovery as an LGBTQ+ person. Being seen and heard are important forms of confidence, and they can help you embrace your own identity and self-awareness.

Tam Corbette L is an artist, educator, inspirational speaker, and spiritual adventurer looking to keep things fresh and inspire others. From Texas to California to Vegas, Tam has spread their "Live to Inspire" message all across the country. Through "Live to Inspire," Tam teaches others to be the fire of change and self-expression everywhere they go. Tam has collaborated with many talented people, has organized art shows, and has led youth meditation workshops, all with the goal of bridging communities. They created a book, a clothing brand, and an art program. Taking inspiration from paintings, music, dance, and all modes of art, her vision is to encourage others to find their inner fire. Tam also runs their You are the Fire programs, through which they use art to teach confidence to young people. These programs are designed to teach mindfulness through art and to help young people to follow their dreams and become successful artists. Tam believes confidence and perseverance are key to being a complete person who can #livetoinspire.

Influence of Prior AI Experience on University Students' Trust and Acceptance of ChatGPT vs. Human Experts: A Brief Study

Presenter
Manoj Kumar Dahal

ABSTRACT

Several studies have shown that ChatGPT performs as well as or better than other NLP models in various generation tasks (Bang et al., 2023). Recent advances in human-computer communication have led to the growth and development of advanced language models like ChatGPT, which use natural language processing (NLP) to generate human-like responses to user inputs. While ChatGPT offers solutions to many problems and, in some cases, provides more innovative solutions than human experts, its use by students in their studies is a subject of debate. This study investigates students' perceptions regarding the trustworthiness and acceptability of responses provided by ChatGPT compared with human experts. The study also examines how users' prior experience with AI-based tools affects their perceptions of ChatGPT's responses. The questionnaires are adopted from The Trust in Technology (TiT) and Technology Acceptance Model (TAM) to develop a Likert-type questionnaire to collect participant data. The paired sample t-test was used as a statistical tool to analyze the data. The findings indicated that individuals lacking prior experience exhibited greater trust in ChatGPT than human experts. Interestingly, inexperienced participants consistently demonstrated this higher level of confidence. However, when it came to perceived acceptance of ChatGPT versus human experts, there was no significant difference between participants who had previous experience using AI-based tools and those who had no experience in AI tools.

I'm a Communication grad student at COLFA, UTSA, with 18 years of professional experience in telecom business management. Diverse roles enhanced my experience. Trained at Univ. of Colorado, CETTM Mumbai, and AIT Institute Bangkok. A TA Award recipient-2023, pursuing 2nd Master's, specializing in advanced communication strategies, especially digital and health realms. First Master's: 'Master's in Business Studies' from Tribhuvan University, Nepal.

Generative AI in Education: Equity and Accessibility Considerations

Presenters
Dr. Martha Sidury Christiansen
Qian Du

ABSTRACT

The advent of AI tools such as ChatGPT has garnered significant attention within educational contexts. Its ability to generate human-like text and its continuous improvement have led some educators to call for its outright prohibition. For instance, New York City public schools have banned the use of ChatGPT on school devices and networks, primarily citing concerns about academic integrity. These educators worry that overreliance on generative AI tools could hinder the development of critical thinking and analytical skills. On the opposing side of the debate are those who embrace emerging technology and advocate for its integration into teaching. They argue that banning AI generative tools such as ChatGPT is not only impractical, as students can easily access them on their own devices, but it also denies students valuable learning opportunities. These opportunities include critically analyzing human versus machine writing and understanding how large language models function. Proponents stress that today's students must navigate technology in their daily lives, and educators should lead the way in leveraging these tools to enhance authentic learning experiences. However, one aspect conspicuously absent from this debate is the matter of accessibility and equity in technology and education. It is often assumed that Generation Z students possess technological proficiency due to growing up in a tech-savvy era. Yet, students from economically disadvantaged backgrounds often lack access to advanced technology, limiting their access to essential information, resources, and educational support. Banning ChatGPT may further disadvantage this group and exacerbate the existing digital divide. In this presentation, we will share preliminary data from a Hispanic-serving institution regarding students' prior experiences with educational technology and their initial responses to using ChatGPT as a writing aid. We contend that educational institutions must play a crucial role in facilitating access to new technologies, particularly for underprivileged students. Additionally, higher education institutions must provide the necessary support to help students develop fundamental technology literacy skills. Through these efforts, educational institutions can work toward closing the digital divide and preventing its widening.

Translanguaging practice in a Cambodian classroom

Presenter
Dr. Virak Chan

Translanguaging has been defined as the practices of bilingual individuals drawing from their full linguistic resources to benefit their communication and learning. These practices have increasingly been studied in the context of ESL and bilingual K-12 education in developed countries such as the U.S. This current study is drawn from a larger dissertation on the medium of instruction policy in Cambodia‚Äôs higher education. It examines translanguaging practices among subsequent Khmer-English bilingual students, whose English is still developing, in the context of a class on geography for tourism at a university in Cambodia. The study discusses different translanguaging practices employed by the students in their navigation of their school work and the possible implications for teaching emergent bilingual students.

Dr. Virak Chan is currently a Clinical Associate Professor in literacy and language at Purdue University. He obtained a Ph.D. in Culture, Literacy, and Language at the University of Texas at San Antonio. Dr. Chan has extensive English language teaching and research experience, and has published in the areas of language planning and policies, linguistic landscape, teacher education, and teaching writing. He has also facilitated professional development activities for English language teachers, and developing and coordinating educational programs at universities in Cambodia, California, Texas, and Indiana.

Should I pursue a PhD?

Facilitator
Dr. Kathryn Henderson

ABSTRACT

In this session we will discuss some of the top reasons to pursue a PhD. We will also discuss common misconceptions and misunderstandings about doctoral programs as well as some of the most frequent question about deciding on what programs to apply for and attend (i.e. funding, fit, length, etc.). A large portion of this session will be open to fielding questions from participants about pursuing a PhD program. This session will be led by Dr. Kathry (Katy) Henderson the current graduate advisor of record (GAR) for the Culture, Language, and Literacy (CLL) PhD program in the Department of Bicultural-Bilingual Studies and include a panel of current PhD students in the CLL program.

ONLINE

Saint Lucia's Language Policy Texts: Negotiating Within Coloniality and Creoleness

Presenter
Hector Castrillon-Costa

ABSTRACT

Currently, Caribbean Creole communities struggle to negotiate colonial legacies with their Creole cultural heritage (Hilaire, 2009). These negotiations are often manifested in discussion about education and schooling, which in turn, are portrayed in language policy texts (Ball, 2006). That is the case of Saint Lucia, an island-nation that continues striving towards implementing an language policy in which Kwéyòl, a French-lexicon Caribbean Creole language emerged from linguistic contacts contextualized in colonization and slavery (Simmons-McDonald, 2006) is taught and learned alongside English. Framed on a transmodern theoretical approach (Dussel, 2001) that intertwines Tollefson's (1991; 2006) historical-structural approach with Fanon's (1952) notions of zones of being and nonbeing, this study explores the genealogy of Saint Lucia's language policy texts to answer the following research question: What negotiations between coloniality of power and Creoleness are reproduced in discourses about language education in Saint Lucia's language policy texts over time? Data are drawn from an ethnography of educational language policy in which Saint Lucia's historical language policy texts were collected. First, a thematic analysis guided by Johnson's (2013) heuristic for educational language policy analysis was conducted to organize the data. Then, a discourse-historical approach (Richarson & Wodak, 2009) analysis was performed to illuminate the (a) intertextual-interdiscursive relationship between language policy texts, (b) negotiations between discourses framed in coloniality of power and Creoleness, and (c) ways in which broader sociocultural, sociohistorical, and sociolinguistic context influence such negotiations. Findings suggest the need for transmodern language policies that could be culturally and linguistically responsive for all Saint Lucians.

Hector R. Castrillon-Costa is a PhD Candidate in the Culture, Literacy, and Language program at UTSA. His research explores educational language policies in Caribbean Creole communities and its discursive intersections between coloniality and Creoleness. The goal is to create and implement linguistically responsive language policies for speakers of all languages.

Lived Experiences of Beginning English Language Teachers from E-practicum to In-person Classes

Presenter
Aaron John Castañeda

ABSTRACT

This qualitative study employed a phenomenological approach in describing the lived experiences of beginning English language teachers in the private schools, LUCs, and SUCs in the province of Pampanga, Philippines as they abruptly transitioned from e-practicum to in-person classes. There were seven (7) participants selected from this study through the utilization of purposive sampling technique. In total, six (6) major categories with corresponding themes emerged: e-practicum challenges; e-practicum opportunities; first year of teaching challenges; first year of teaching opportunities; e-practicum to professional teaching adaptive mechanisms; and learnings and realizations. In the final analysis, the participants viewed their lived experiences as challenging yet an advantageous opportunity to being flexible and versatile. Overall, it was suggested that education supervisors and administrators should assist and support the beginning teachers from, during, and after their transitional phase.

Mr. Aaron John V. Castañeda is a licensed professional teacher with a degree of Bachelor of Secondary Education major in English and Master of Arts in Education major in English. He completed his studies in Republic Central Colleges, Philippines. At present, he is a full-time high school teacher and a part-time college instructor in the same institution--handling disciplines in language, communication, and media literacy.

Translanguaging in a maths classroom through students' perspective

Presenter
Muhammet Yaşar Yüzlü

ABSTRACT

Although an increasing number of studies investigate the locus of translanguaging in a foreign language teaching and learning realm, recent studies on translanguaging have begun to explore the role of translanguaging as a pedagogy in fostering content teaching and learning. The current study targets to contribute to the pertained literature by focusing on students' perspectives in a high school in Turkey. The data comprises semi-structured interviews, classroom observations, and documentary analysis of paper-based Maths assessment materials. Following thematic analysis, the findings reveal that translanguaging in a maths class provides students with cognitive – i.e., meaning-clarifying and knowledge-consolidating, affective –i.e., playfulness and a growing sense of well-being, and conative – i.e., emerging role as a scientist and commitment to national and international projects - affordances by creating a translanguaging space. This space transforms the monolithic and stable-conceived classroom into a dynamic context where creativity is enjoyed. The study also provides recommendations for translanguaged content teaching and learning

Asst. Prof. Muhammet Yaşar YÜZLÜ is currently working at Zonguldak Bülent Ecevit University. His research interests include translanguaging, bi-multilingualism, teacher wellbeing, language learning and technology. His recent studies have appeared in System, Innovation in Language Learning and Teaching, and Linguistics and Education.

Using diffraction analysis to detangle intersectionality through context

Presenter
Robert Randez

ABSTRACT

Identity research focuses on understanding how one applies themselves in certain situations. Whether in communities of practice, the classroom, or occupation, researchers have sought to explore the influence an individual's identity constructs (e.g., race, ethnicity, sexuality, etc.) have on their interactions. Concurrently, intersectionality has argued that identity constructs are interconnected and individuals should be viewed as the sum of all parts. Current identity scholarship incorporates multiple constructs, citing intersectionality, using the study's context to determine which constructs are relevant. However, choosing which constructs are context-relevant is subjective to the researcher's understanding of the context and often a reflection of their own identity. Recognizing researcher bias brings the choice of constructs into question. In other words, how can one be sure that their construct choices fit the context of the study? This researcher/study/participant dynamic is centered in diffraction analysis, created by Karen Barad, who argues against the notion of scholarship (regardless of paradigm and field) as objective. Rather, scholarship is a phenomenon comprised of those involved (i.e., researcher, instrument, participant) regardless of role. Diffraction analysis situates the researcher in a manner that solves possible intersectional gaps in identity research by incorporating the researcher's identity in the analytical process. This talk serves as an exemplary guide of diffraction analysis used to uncover context-relevant identity constructs and how the researcher's identity interacts with the participant's interview responses.

Robert is an applied linguist interested in the experiences of neurodivergent multilinguals and those who teach them. His scholarship falls within teacher education, language policy, and (post)qualitative methodology. Currently, Robert is a member of the Michigan Seal of Biliteracy Committee and the TESOL International Supporting Students with Disabilities Interest Section.

Contextualizing the Community of Inquiry in Online ESL Speaking Classes

Presenters
January Hannah P. Arañas
Dr. Cecilia F. Genuino

ABSTRACT

This research aims to explore how English teachers are able to contextualize the Community of Inquiry (COI) as a teaching method in online Philippine ESL speaking classes. Through a case-study research design, the researcher detailed the practices of seven online public-school ESL teachers in using critical thinking activities for speaking to contextualize COI during the second-year implementation of the online distance learning modality. Through virtual class observations and teacher interviews, the data served as a basis for a custom-made lesson exemplar to contextualize the COI method fit for Filipino ESL learners in virtual speaking classes. It is a huge necessity for an alternative flexible digital instruction in case of a sudden suspension of traditional face-to-face classes; a possible aid for emergency remote English language teaching in the Philippines. Thus, the practices of the participants were thematically coded based on their application of the identified critical thinking activities in speaking through the components of COI: cognitive, social, and teaching presence. The findings reported that virtual ESL teachers apply a developmental sequence of critical thinking activities based on the learner's background to process their personal understanding of the speaking lesson and their effects on the socio-political cultural trends in the virtual world using trending apps. It led to a lesson exemplar that provides authentic communicative opportunities for student-led discussion and collaborative resolution of the local, national, and universal social issues applicable to their lives. It will provide a pedagogical application for an alternative virtual speaking instruction modality in the Philippine ESL context.

Ms. January Hannah P. Arañas is a Master of Arts in education candidate at Philippine Normal University, majoring in English language teaching. She currently works as a grade 9 English teacher at Tanza National Comprehensive High School. Her research interests focus on local culture integration in online English language instruction.

Dr. Cecilia F. Genuino is a graduate school faculty member of the College of Graduate Studies and Teacher Education Research at Philippine Normal University and De La Salle University-Dasmarinas. Advocating language preservation and revitalization, she conducted her dissertation on language death, maintenance, and shift in Chabacano communities in the Philippines.

WhatsApp tool for improving undergraduate students‚Äô vocabulary learning

Presenter
Luis Enrique Pérez Hernández
Sara Merino Munive

ABSTRACT

The digital world has changed how all humans interact and do their daily activities. Today, WhatsApp is probably the most used social network worldwide and is a way to communicate and learn the English language. The purpose of the present research was to improve the process of learning vocabulary by using WhatsApp. This research was conducted during the Covid-19 world pandemic in which the use of school digital platforms and social networks were the means of communication and classes were taught online and learning at home was indispensable for students, teachers, and families. The methodology used was a mixed method. Participants were a cohort of 24 students of a BA in ELT, they were enrolled in an A2 English language course. The instruments were questionnaires and two different tests. The results show that participants improved their interest in learning vocabulary, their language level as well as their confidence in using WhatsApp for learning. Even though this research was carried out during the home school year, the application of the web and some apps could be useful in supporting the language learning process.

Luis Enrique is a BA student. He is enrolled in an ELT program. He is currently working as an English teacher. His main interests are innovation and using digital tools for improving language learning.

Sara Merino Munive is a teacher-researcher at Faculty of Languages, BUAP. She is currently a PhD student in Education. She has participated as an instructor in different training programs and in developing and evaluating different programs. Her main areas of interest are ICT, training, and special education.

Behind the Screen: Examining the Effects of Gamification on Students' Emotions in Online English Classes

Presenter
Joram Kim Corcuera

ABSTRACT

In the online learning landscape, educators have a myriad of learner-centered strategies and techniques to facilitate and foster active learning. Among these teaching approaches, gamification has emerged as a prominent teaching strategy in the 21st century as it induces positive emotions in students, such as excitement, motivation, and a sense of accomplishment, thereby enhancing their learning experience and outcomes. Building upon the effects of gamification on students' emotions, this qualitative study aims to identify what typifies students' emotions towards gamification during online English classes. Reflection papers from a private school in Manila, Philippines were collected and 50 entries were analyzed using thematic analysis and the Tracy coding matrix. Findings of the study revealed a nuanced perspective on students' experiences within gamified sessions, encompassing both positive and negative emotions. The study participants reported enjoyment and positivity, but also expressed anxiety, sadness, or discomfort. Additionally, the study highlighted the presence of obstacles and challenges that hindered students' growth and achievement in gamified English classes. This study also introduces a game controller framework that categorizes students' emotions towards gamification as inspiring, distressing, or restricting experiences. These findings hold significant implications for educational practices, serving as a basis for lesson development and school policy formation related to gamification. Furthermore, understanding the diverse emotional responses of students can guide educators in effectively addressing their affective needs and utilizing gamification as a pedagogical tool. By leveraging the positive aspects and mitigating the challenges, educators can create a supportive gamified environment that enhances students' overall educational experience.

Mr. Joram Kim Corcuera is a graduate of Bachelor in Secondary Education, Major in English at the Philippine Normal University in 2011. He obtained his Master of Arts, Major in Communication degree at the Ateneo de Manila University in 2019. At present, he is taking his PhD in English Language Studies at the University of Santo Tomas Graduate School.

Looking for my AI multimodal self-identity: A critical review

Presenters
Araceli Salas
Elizabeth Flores
Teresa Castineira

ABSTRACT

Using artificial intelligence (AI) in the language classroom offers teachers and learners the opportunity to use multimodal ways of expressing themselves. Some of the most popular Apps in AI use personal images to create a different image of people and a digital self or digital identity. Many images on social media are created from AI to offer the best image to communities where people interact. From using language to describe our virtual self to creating a new image of ourselves, Vana (https://www.vana.com/) uses pictures or photographs to transform images, especially the self-image. This presentation has the purpose to present the advantages and challenges of using AI to transform self-images, to analyze multimodal outcomes of AI and how to use them in the EFL classroom based on the Kress and van Leeuwen (2006) framework to analyze visual images. During this presentation, we will explain how this App can transform the way users see themselves by increasing their self-esteem or boosting their creativity. However, using AI can also raise some awareness on ethical issues and on the veracity of information. We will present some of the images created with this App, then, we will go over a critical review of the use of the App and the results we obtained. By the end of the presentation, we hope that attendees will feel more confident and encouraged to include AI in their language classroom without forgetting the human side of using emerging technologies.

Araceli Salas has a PhD in Language Science and an M.A. in ELT. Dr. Salas is a professor/researcher at BUAP, Mexico. Dr. Salas serves as the editor-in-chief of Lenguas en Contexto (BUAP) and an associate-editor of the MEXTESOL Journal. Her research interests include teacher-education, Discourse Analysis and Leadership in ELT.

Elizabeth Flores Salgado has a PhD in Applied Linguistics from Macquarie University in Australia. She has been a professor at the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla since 1996, where she has taught in the undergraduate and postgraduate programs in ELT. Her research focuses on pragmatics.

Teresa Castineira is a full-time research professor at the Faculty of Languages of the Meritorious Autonomous University of Puebla (BUAP). She has an MA in Teaching English from Aston University, Birmingham, England and a PhD in Applied Linguistics from Macquarie University, Australia. Her academic interests include discourse analysis and SFL.

Académicas Descalzas; A Multinational polyethnography of academic moms, mamás, umahat

Presenters
Alpha Martinez-Suarez
Stefani Boutelier
Hala Guta

ABSTRACT

We are a writing collective of five academic mom, mamás, mamy, umahat scholars who started working together as a small group derived from a larger collectiva of 16 academic women working on Gendered Academic Productivity (GAP) formed during the early stages of the Covid-19 pandemic era. We formed a subgroup of five when we started working on collecting data for a joint publication thus reflecting closely on our positionality as insider researchers,Äîwe found a shared affinity, a camaraderie that was both inspiring and very much needed during uncertain times. In a world of performance-based evaluation in academia and normalized toxicity among mujeres, our time spent together discussing relationships invoked a more in-depth understanding of why we were in a third space and how we have stretched our epistemologies as mothers-academics. We acknowledge that virtual spaces change the ways in which we interact with each other ,Äúopening up new horizons for the conditions of ,Äòbeing,Äô human,Äù (Kim, 2001, p. 107). As we interrogated the hyphen of our research experience, we engaged in a polyvocal and reflexive conversation with each other,Äîpolyethnography,Äîwhere we were both researchers and participants (Johansson & Jones, 2019). Through these openings, we use our critical conversations to process our hyphenated mother-academic experiences in digital spaces (Fine, 1994; Omanovi$f$á, 2019)This new reality built a friendship and connection where all felt accepted and empowered to contribute to science in the hyphen as ,Äúbarefoot,Äù - ,Äúdescalza,Äù - ,Äúboso,Äù- ,Äúhafiyyat al-qadamayn,Äù academic mothers.

Ph.D. Candidate in the Culture, Literacy, and Language program at UTSA. She is the Program Coordinator for ALPS at COEHD in UTSA. Alpha Martinez-Suarez is the 2022 Distinguished Mexican of the Year awardee, the 2022 President's Distinguished Diversity awardee, a Two-time ATE Presidential Distinguished Scholar, and 2020,Äôs Golden Feather awardee.

Stefani Boutelier, PhD is an Associate Professor of Education at Aquinas College in Michigan. Her teaching and research interests include action research, equity literacy, curriculum design, and educational technology. She is ISTE Certified and a Google for Education Certified Trainer.

Hala Guta. Associate Professor at Qatar University. She holds a PhD in Mass Communication from Ohio University. Prior to Qatar University, she taught at Ohio University and in Saudi Arabia. Research interests include global, transnational and gendered communication, communication for social change; and the intersection of communication, culture, and identity.

Empowering Filipino Deaf Learners through Sign Language-to-Speech Device

Presenters
Regina R. Mape
Onetter Dela Cruz
Ma. Claret Delos Santos
John Riel R. Marcelo
Ericson H. Peñalba

ABSTRACT

For a deaf person, sign language is an indispensable means of communication. Currently, a significant portion of the community in the Philippines cannot understand sign language, leading to isolation for deaf individuals and contributing to mutism. This research-based presentation, which is centered on empowering diverse learners by addressing language-based inequalities, outlines the development of a portable sign language recognition and speech generation device for Filipino Sign Language (FSL). The device utilizes computer vision techniques and machine learning principles, which have paved the way for the development of hand gesture recognition applications including those that support supervised learning. It also has the capability to comprehend and recognize hand signs through visual data. Its dataset is based on basic FSL, which includes alphabet, numbers, greetings, and home gestures, allowing the device to form a word by recognizing the hand signs of letters or through fingerspelling. Test results reveal that the device successfully performed custom hand recognition from the dataset. It provided prompt feedback to the learners through visible and auditory outputs, which are crucial for mastering the foundational concepts of FSL. It also made learning engaging and interactive. Overall, this study contributes to the existing knowledge of language learning, addressing not only the learning difficulties but also the communication gap between non-deaf and deaf individuals without requiring knowledge of sign language.

Regina R. Mape is an associate professor and academic head at STI College Balagtas, Philippines. She‚Äôs currently pursuing her doctorate in information technology. Her research interests include educational technology, performance evaluation, and computer engineering.

Onetter C. Dela Cruz holds a Bachelor of Computer Engineering degree from STI College Balagtas, Philippines. As a capstone project developer, his main areas of interests include hardware design, computer vision, multimedia arts, human-computer interaction technology, and machine learning.

Ma. Claret S. Delos Santos is an assistant professor in the Computer Engineering Department at STI College Balagtas, Philippines. She holds a master's degree in information technology. Her research interests include data analytics, machine learning, and educational technology.

John Riel R. Marcelo is a graduate of Bachelor of Computer Engineering from STI College Balagtas, Philippines. His research interests include computer networking, machine learning, and human-computer interaction technology.

Ericson H. Peñalba is an assistant professor of multimedia arts at STI College Balagtas. He holds master's degrees in development communication and development studies. His research interests focus on multimedia communication, social ecology, qualitative methods, and educational technology.

Effect of English- Subtitled Movies in Enhancing of Students Vocabulary

Presenters
Angelo Coloma
Raeshane Joy Magtalas
Crystal Joy Ortega
Camila Villacruel
Albert Bryan Dela Cruz

ABSTRACT

Vocabulary acquisition plays a vital role in language learning and communication. Effective instructional approaches are essential to enhance students' vocabulary proficiency. The objective of this study is to investigate the effectiveness of watching English-subtitled movies in enhancing students' vocabulary learning. The participant of this study was the 1st year Education student. The participant answered the pre-test and then underwent an intervention which was watching English- Subtitled Movies before answering the post-test. The researchers used a T-test to find if there are effects of English- Subtitled Movies in their vocabulary. The results then revealed a significant improvement in vocabulary learning, with post-test scores significantly higher than pre-test scores. These findings highlight the positive impact of incorporating English-subtitled movies as a strategy for enhancing vocabulary acquisition. Educators and language instructors can utilize subtitled movies as a valuable tool in their teaching methodologies, while further research should explore the long-term effects and optimal implementation of subtitled movies for different proficiency levels.

Angelo Y. Coloma was born in the Philippines. He took a Bachelor of Science in Secondary Education Major in English at Bulacan State University Meneses Campus. He is currently a Senior High School Teacher as well as an Instructor in college at STI College Balagtas.

Raeshane Joy R. Magtalas is from San Miguel Bulacan, Philippines and currently taking Bachelor of Secondary Education Major in English at STI College Balagtas.

Crystal Joy H. Ortega lives in Bulacan Philippines and is currently taking Bachelor of Secondary Education Major in English at STI College Balagtas.

Camila E. Villacruel lives in Balagtas, Bulacan Philippines and is currently taking Bachelor of Secondary Education Major in English at STI College Balagtas.

Albert Bryan R. Dela Cruz lives in Baliuag, Bulacan Philippines and is currently taking Bachelor of Secondary Education Major in English at STI College Balagtas.

Using Authentic Materials to Teach Spanish Creatively

Presenters
Lilian Cano
Ana Juarez

ABSTRACT

The following proposal is for a 20-minute Practice-Oriented Presentation targeting Language Pedagogy and Practice. The presentation will focus on using authentic materials in the foreign classroom to get students engaged in the material as they practice the language. The conference presentation will discuss using real TV shows to teach vocabulary, expressions, and real-life language. The presenters will demonstrate how they have used a program called Edunovela to teach their Spanish heritage students and how instructors can use TV shows, short films, documentaries, essays, or movies to get their students interested in conversing and practicing their vocabulary and grammar in different ways.

Lilian Cano is a native of Mexico. She teaches Spanish at UTSA full-time. Professor Cano started a successful heritage program at UTSA and teaches heritage, L2, and advanced courses. She has a B.A. and an M.A. from UTSA and is working on a PhD in English.

Ana Juarez is a native of Mexico. She currently teaches Spanish at the University of Texas at San Antonio full-time. Professor Juarez teaches both heritage courses and L2 courses at UTSA. She has a B.A. and an M.A. in Spanish from UTSA. She has also taught at St. Philips ECHS.

Empowering Advanced Arabic Language Learners through Intercultural Communication via Telecollaboration

Presenter
Ghada Badawi

ABSTRACT

After the pandemic, the relationship between technology and foreign language teaching has become stronger. In this workshop, the presenter will show how the long online communication via telecollaboration between students from different geographical locations and different cultural contexts has helped the learners gain intercultural communication competence. The presenter will give concrete step by step examples (from articles read, or interviews held, or movies watched) that have been used to help Advanced Arabic students at New York University and High Intermediate Arabic students at the American University in Cairo develop intercultural understanding and reduce stereotypes, after learning about the target culture. This took place while simultaneously boosting the studentsâ€™ language skills. Finally, the presenter will share students' feedback regarding that beneficial experience.

Ghada Badawi is a Clinical Associate Professor of Arabic language at New York University. She has more than twenty-five years of experience in teaching both English and Arabic as foreign languages. Ghada's research interests are Foreign Language Assessment, Foreign Language Testing and Using Technology in Teaching Languages for non-native speakers.

Self-Liberation in the Song "Flowers" by Miley Cyrus: A Feminist Stylistic Analysis

Presenter
Rioliza B. Molina

ABSTRACT

This paper presents a feminist stylistic analysis of Miley Cyrus' song "Flowers," exploring gender issues related to self-liberation, identity construction, and character development of women. Through a thorough examination of thematic, lexical, and graphological features, the song's message of moving on and loving oneself after a painful breakup is highlighted. The analysis reveals themes of acceptance, forgiveness, and self-love as essential steps towards self-liberation. The use of personal pronouns, hedges, and specific color terms reflects the writer's newfound confidence and self-focus. Contractions, commas, and vocables add emotional depth to the song, conveying the journey of self-liberation. Ultimately, the paper emphasizes the importance of women choosing to care for themselves and breaking free from societal expectations to achieve genuine self-liberation.

Rioliza B. Molina is an Associate Professor from the University of Southeastern Philippines. She is currently taking her PhD in Applied Linguistics degree at the Philippine Normal University Manila, Philippines. She was the former Director of the Gender and Development Office of her university. Her research interests include language teaching, discourse analysis, and sociolinguistics.

Public Relations and Communication Management in Technical-Vocational Schools

Presenter
Chinebeth Borja

ABSTRACT

This study was conducted at Technical-Vocational Schools in the Province of Rayong, Thailand. The objectives of this study were to investigate the public relations of the 10 Technical-Vocational Schools, public and private; their communication management; and the relationship between the levels of practices in public relations and the degree of communication management by schools. The participants were asked to answer and complete the survey questionnaires to reveal their public relations practices and degree of communication management. The findings revealed that public relations are sometimes practiced; that age, length of service, and type of job of respondents are significant determinants of their levels of practice but not by their sex, and highest educational attainment; that management of communication was oftentimes done for internal and external use, staff management and for making mass media effective; that the degree of communication management is not significantly determined by sex, age, highest educational attainment, length of service, and monthly income of the respondents but is significantly determined by their school assignment. In addition, the level of public relation practices in the public and private technical and vocational schools are not significantly influenced by the degrees of communication management. The researcher provided the recommendations for the administrators and teachers for their public relations practices towards students, parents and stakeholders to develop a program that would encourage and engage the community to cooperate with the schools.

The presenter is a lecturer in Thailand, she has been teaching English as a second language in South Korea, Vietnam, China and currently in Thailand. She received a Gold award for research competition in Rayong. Her research focuses on Motivation, Students Attitudes, English Competency, Interculture English and Schools Public Relations.