

Registration and Continental Breakfast	8:00-9:00am
<p>Please be prepared to present identification McCone Atrium, 499 Pierce St.</p>	
Welcome Remarks & Plenary	9:00-9:50am
<p>Dr. Netta Avineri (Introductory/Closing Speaker) is an Associate Professor in the TESOL/TFL program at MIIS, where she also serves as the Intercultural Competence Committee Chair. Her research, teaching, and advocacy focus on language and social justice, critical service-learning, narrative, community partnerships, interculturality, and heritage/endangered language pedagogy.</p> <p>Dr. Joanna Wong (Plenary Speaker) is an assistant professor in the Elementary Education Program at CSUMB. Her research addresses language and literacy education for culturally and linguistically diverse learners. Dr. Wong has 14 years of experience in the Oakland Unified School District. She also co-founded Esperanza Elementary school, a Spanish-English dual-language immersion school.</p> <p>Irvine Auditorium, 499 Pierce St.</p>	
Session 1	10:00-10:45am
<p>Social Justice Debates in the Foreign Language Classroom A Foreign Language Syllabus that systematically integrates Social Justice topics into the curriculum will be discussed with participants during the proposed workshop. Various frameworks for conducting effective debates as well as practical examples of debate topics, sources, and lesson plans will be also shared with the audience.</p> <p>Irene Krasner (DLIFLC) Casa Fuente 434</p> <p>On Raising Bi/Multilingual Children: Spanish as Resistance, Cultural Investment, and Identity! Spanish-speaking parents in the U.S. who are raising bi/multilingual children support their children’s bi/multilingual development in distinct ways compared to their monolingual counterparts (Zentella, 2005). This presentation describes strategies the parents draw upon to raise bi/multilingual children. Implications include connecting family language policies with institutional language policies in public schools.</p>	

Suzanne García-Mateus (CSUMB)

McCone Board Room

Raising Social Consciousness through Poetry and Self-Expression

This workshop offers an activity ideal to celebrate women poets and/or to incorporate social justice poetry in class any time of the year while creating consciousness about social justice issues, introducing less known local and international poets, and giving students the opportunity to self-express through poetry.

Sandra García-Sanborn (CSU Stanislaus)

McCone 238

Identity and Agency in a North Korean Defector's L2 Learning Trajectory

North Korean defectors migrating to South Korea include adolescents facing numerous challenges. Often stigmatized at school, many fail to finish. This presentation tells one defector's story about being an English learner in multiple sociopolitical settings. The study examines the roles learner agency plays in shaping his identities, investments, and aspirations.

Heekyeong Lee (MIIS)

V499 Seminar

Acknowledging LGBTQ Identities in ESL Classrooms in a Matter-of-Fact Way

This workshop will address best practices in the ESL classroom for promoting inclusion of LGBTQ identities. Presenters will touch on various approaches, share materials, and provide a forum in which participants can explore ideas, challenges, and resources.

Kate Frei (CCSF) and Elizabeth Wadell (Laney College)

V499 Video Conference

Session 2

10:55-

11:40am

Content-Based Instruction Efforts to Develop Japanese Learners' Critical Awareness Toward Social Justice

This presentation will focus on content-based instruction used in the intermediate/advanced-level Japanese Pop Culture course. Students examined how future legalization and acceptance of same-sex marriage in Japan can become a reality. In consequence, students developed not only a critical awareness towards language, but also towards social justice.

Naoko Sourial (The New School)

Casa Fuente 434

Inspiring 21st Century Global Citizens in the World Language Classroom

The Salinas Union High School District Japanese Program has incorporated the United Nations Sustainable Development Goals and the four domains of Global Competency into their curriculum to inspire students to become dynamic global citizens. As an example, the presenters will share the AP Japanese Immigration Unit and a variety of innovative extracurricular opportunities that have empowered students to become agents of social change in their community.

Erica Hashiba and Minako Kamimura (Salinas Union High School)

McCone Board Room

Synthesizing Language Learning, Intercultural Communication, Critical Service-Learning, and Social Justice: Hands-On Approaches and Strategies

This workshop focuses on approaches for designing lessons/curricula synthesizing English language learning, intercultural communication, critical service-learning, and social justice, based on a CSUMB curriculum the presenters designed and delivered.

Participants will apply strategies to their classrooms, focused on instructional techniques, assignment/project creation, lesson planning, interpersonal/intercultural relationships, intersectionality of identity, teamwork via TA teams, curriculum design, and assessment.

Ibrahim Shelton and Netta Avineri (CSUMB)

McCone M238

Lessons for Change: Early Career Experiences in Teaching for Social Justice

This workshop will recount the presenter's experiences as a teaching assistant for the French course at MIIS "Security and Social Justice," and as a volunteer teaching English to youth and adult immigrants in the Boston Chinatown community.

Melody Pao (MIIS)

V499 Seminar

El artista comprometido: Reading Calle 13 in Latin American Literature Courses

Calle 13 is a Puerto Rican band that has tackled complex political, social and cultural topics. This workshop will demonstrate how work by Calle 13 engages students in Latin American Literature courses in the practice and conversation of Spanish, close reading, music video analysis, and discussions related to social justice.

Carolyn González (CSUMB)

V499 Video Conference

Lunch

11:40-
1:00pm

Please visit go.miis.edu/fleds for recommendations for lunch in Monterey.

Session 3

1:10-
1:55pm

Linguicism: What is it and How Do We Minimize it?

Linguicism was coined in the 1980s by the linguist Tove Skutnabb-Kangas who defined it as ideologies that are used to reproduce an unequal division of power between groups on the basis of language. In this presentation, we provide an overview of linguicism and then offer some strategies to minimize it.

Ilknur Oded and Yaniv Oded (DLIFLC)

[Casa Fuente 434](#)

Migrant Kids are NOT Like Any Other Kids!: A Case Study on Exploring the Unique Challenges of Migrant Students

Migrant students are children of farm worker families who follow crop seasons in order to maintain financial income as well as improve economic mobility. In this presentation, the authors will underline the pedagogical challenges migrant students experience in schools and explore ways to provide sustainable educational opportunities to migrant students.

Deniz Ortactepe (MIIS)

[McCone Board Room](#)

Empowering Student Voices: Translanguaging Practice in ESL Classrooms

Translanguaging in pedagogy is a powerful practice that simultaneously dismantles ethnocentric linguistic ideologies while shifting the power balance to ESL students. This session will cover a research project on translanguaging strategies combined with student advocacy and explore other means to incorporate translanguaging strategies to empower students through the collaborative development.

Christina Yanuaria, (CCSF), Rita Dyke-Kao (Santiago Canyon College), and Laura Jacob (Mt. San Antonio)

[McCone 238](#)

Addressing Diversity in the Classroom through Differentiated Instruction

The proposed workshop will address the issue of diversity in the classroom through the prism of Differentiated Instruction (DI). DI promotes highly individualized approach

in Foreign Language Teaching. The presenters will show how to address students' differences through DI in order to achieve full potential of every student.

Irene Krasner and Ekaterina Fleishman (DLIFLC)

V499 Seminar

Creating an Equitable Classroom Culture Through Teacher's Self-Reflection

This presentation explains a mixed-method study to measure the impact of a social constructivist professional development program on language teachers' self-reflection.

Findings showed an increase in teachers' awareness of their instructional realities, intentionality of actions, assessment of students' needs and adjustment of instruction.

Implications for creating an equitable classroom culture are shared.

Hanan Khalid (University of South Carolina)

V499 Video Conference

Panel Session

2:05-

3:05pm

Dr. Deniz Ortactepe is an Assistant Professor in the MA TESOL/TFL program at MIIS. She's currently carrying out two social-justice related projects. Her "Social Justice in ELT" project funded by the US State Department takes place in Turkey with pre-service language teachers while her other project focuses on migrant students in Salinas, California.

Ashley Zaldívar is a Spanish teacher and World Language Chair at All Saints Day School in Carmel, CA with over 10 years of professional teaching experience. She is a founding member of the All Saints Diversity, Equity and Inclusion committee and currently serves as the institution's faculty representative to the Board of Trustees.

Dr. Rafael Gómez Rodríguez is a Professor of Spanish at California State University, Monterey Bay. His teaching and research interests include service learning, Spanish for heritage speakers and social justice pedagogy. He recently published "Spanish Heritage Speakers, Service-Learning and Social Justice," The Wiley International Handbook of Service-Learning for Social Justice.

Christina Yanuaria practices Friere's radical pedagogy as an ESL instructor at City College of San Francisco: Education can never be neutral. Her service includes projects for empowering students and addressing the impact of white supremacy on language learning and instruction in higher education through professional development.

Irvine Auditorium, 499 Pierce St.

Concluding Remarks	3:05-3:15pm
Dr. Netta Avineri	
Student Poster Presentations and Refreshments	3:15-5:00pm
<p>The Language of Instruction in Mandarin Class in Hong Kong</p> <p>In the post-colonial age, the Hong Kong government's language policy is “two written languages and three spoken languages”. Hong Kong sets Mandarin as the official instructional language in K-12 Chinese education. However, due to various reasons, only 50% of schools use Mandarin. The poster will demonstrate current instructional language using in Mandarin as a second language classroom in three sections, which are the analysis of the government statistics, interview data with local Mandarin teachers, and a designed questionnaire for parents. This project aims at getting the perception from governmental, educators’, and parents’ views on the Mandarin promotion in Hong Kong.</p> <p>Xinxin Liu (MIIS)</p> <p>Modifying Textbook Materials to Address Gender & Diversity Highlights Social Justice Issues</p> <p>This poster presentation provides an example that shows how textbook materials could be modified to include social justice issues that stimulate more critical thinking activities than are currently present in educational materials. This example evaluates a textbook lesson and provides an alternative design that includes internet resources to provoke more awareness towards gender and diversity issues in the workplace and in society at large.</p> <p>Jeanne Bufalino (MIIS)</p> <p>Teaching in Corrections</p> <p>Teaching in correctional facilities comes with challenges. Materials are limited and rapport with students is complicated, yet; the vocation earnestly undertaken is rewarding. My exhibit proffers examples of an effective curriculum within correctional constraints and perspectives on establishing rapport with students.</p> <p>Aaron Ensman (MIIS)</p> <p>Telling Herstory: A Lesson Plan</p>	

Women represent over 50% of the population, yet they only appear in 0.5% of recorded history. (Hughes, 2016). This fact should not be interpreted to mean that women have only done 0.5% of the important work for our world; however, their absence from our textbooks has created and perpetuated this perspective. It is our job, as participants in modern history, to change the narrative. Men have occupied and controlled records of World History for far too long: Now it's time to tell herstory. Herstory Movements across the globe are working to undo the absence of the female voice by bringing the stories of heroic and brave women into the spotlight. The aim of this lesson is to contribute to the growing body of literature on the Herstory Movement website by researching and writing short biographies about historical female figures from my learners' cultures.

Kalina Swanson (MIIS)

McCone Atrium, 499 Pierce St.