



2022 SOWLE VIRTUAL CONFERENCE PROGRAM

THEME:

**PROMOTING EQUITY AND
LEADERSHIP IN THE LANGUAGE
CLASSROOM**

Day 1:

Saturday, Feb 5th

3:00PM - 8:30PM

PST

Day 2:

Saturday, Feb 12th

8:00AM - 1:30PM

PST

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SOWLE 2022 Keynote Speakers

Opening Keynote: Dr. Andy Curtis



Dr. Andy Curtis received his M.A. in Applied Linguistics and English Language Education and his Ph.D. in International Education from the University of York in England. He is currently a Professor at Anaheim University's Graduate School of Education. From 2015 to 2016, he served as the 50th President of TESOL International Association. He has (co)authored and (co)edited 200 publications, presented to 50,000 language educators in 100 countries, and his work has been read by 100,000 language educators in 150 countries. He is based in Ontario, Canada.

Closing Keynote: Dr. Shondel Nero

A native of Guyana and transnational scholar, Dr. Nero has extensively researched the linguistic and educational needs of speakers of Caribbean Creole English in the US and the Caribbean, as well as language and identity, and language education policy. She is currently a professor at New York University's Steinhardt School of Culture, Education, and Human Development. She has been a Fulbright scholar, and was the inaugural recipient of the James. E. Alatis Prize for her research on Language Education Policy implementation in Jamaican schools. Her publication *The Power of Narrative: Climate Skepticism and the Deconstruction of Science* has been selected as the winner of the 2022 AAAL Book Award.



DAY 1

Saturday, Feb 5th

3:00PM - 8:30PM (PST)



Opening Keynote Speaker
Dr. Andy Curtis
3:05PM - 3:50PM

The New Peace Linguistics and the Role of Language in Conflict

Although the idea of Peace Linguistics (PL) has been around for decades, the practice of PL is relatively new. And even after several decades of PL work, most applied linguists, language educators and even those working in the areas of Peace Studies have still never even heard of PL. After considering reasons for that decades-long disconnect between PL theories and PL practices, we will explore some of the ways in which words can be weaponized – especially by world leaders in recent years, with the rise of far-right Nationalism, and in the context of the inequities exposed and exacerbated by a global pandemic.

Day 1 - Block 1

4:00PM - 4:40PM (PST)

Social Justice in Action: Tools for a Diversity-Centered Pedagogy

Marie-Christine Massé, Sophia Khadraoui-Fortune, & Andrew Stafford

Recent cultural and societal movements towards social justice have fueled a new critical understanding of World Language instruction. Despite its intercultural characteristics, it has become more evident that standard language instruction reproduces an oppressive system based on class, gender and race. To address this issue, teachers often implement strategies such as incorporating more inclusive language, and adding non-traditional authors and texts. We argue that a more intentionally inclusive pedagogy is threefold: not only does it introduce diversity in the classroom, but it also makes these intentions explicit to students, and helps them identify and combat oppressive views and biases, while considering and welcoming multiple perspectives.

Day 1 - Block 2

4:50PM - 5:30PM (PST)

Beyond Surface Culture: Reaching Equity through High-Leverage Teaching Practices

Kara A. MacDonald, Chia-Ning "Jenny" Liu, & Li-Yuan "Joan" Liao

The session draws on various chapters from *Enacting the Work of Language Instruction, High Leverage Teaching Practices (HLTP), Volume 1 and 2*, (Gilsan & Donato, 2017, 2021), which provide a set of practices that teachers in training, new teachers, and veteran teachers can use to offer more effective instruction. Due the relevance of both volumes for ELT in supporting learners through more efficient and equitable practices, the presenters share an overview of relevant high-leverage teaching practices to demonstrate how the target language (TL) depicts and sustains TL values and how these core values influence language use, transmitting and reinforcing dominant attitudes and beliefs. It should not be assumed that a high level of English proficiency is required to meaningfully participate in depth cultural activities and language use, as such an assumption binds engagement to surface level cultural attributes. Language must be viewed as something that is developed when students have access to the rich content. By engaging with HLTPs, instructional design around cultural content can be made more equitable, and the power and purpose of language can be harnessed by both foreign language learners and English language learners. A framework based on the HLTPs is offered to promote higher gains in students' language learning through teaching practices will be described.

Day 1 - Block 3

5:40PM - 6:50PM (PST)

Online Education as a Tool for Diversity and Inclusion, Locally and Globally

Lucy Pickering, Salvatore Attardo, Dongmei Cheng, Mimi Li, Christian Hempelann

Some of the vexing problems of post-secondary education, especially at the graduate level are inclusiveness and diversity. If these problems are not tackled by delivering education to underserved communities, higher education continues to replicate the patterns of economic inequity already present in society. Although there is a research consensus that online education can be as effective as face-to-face education (Bernard et al. 2004; Means et al, 2010), there is a lingering perception particularly among practitioners that online education is not as efficacious in building the same sense of community and involvement (social presence) and is thus a dispreferred option. In this live webinar we present an online asynchronous applied linguistics curriculum design at the masters level with optional synchronous classes (dual modality). We discuss how the online environment is leveraged to provide the social presence needed to encourage motivation and participation. Our dual modality classes complement our delivery system by including courses focused on how to teach online and incorporating multimodal digital learning. The program is relatively low cost, and the demographics of admissions show that it enrolls more Hispanics, African-Americans, and women than our university at large. Almost all our students hold a full-time job or are EFL teachers working abroad who would be unable to participate in a conventional MA program.

Day 1 - Block 4

7:00PM - 7:30PM (PST)

Creating Equitable Classroom Through Equitable Teacher Professional Development

Hanan A. Khaled

We operate in an educational system rooted in social and class hierarchy. It puts upper and middle-income students at the opposite with people of color and poor people (Carter, Welner, & Landson-Billings, 2013). Yet, the system still expects African American students and many poor students to achieve the same level of successes as those inherently privileged by the system (Howard, 2010). Freire (1970) asked educators to “know the system for what it is and learn how to operate within it”. How could teachers, who genuinely want to be equitable in their practice gain critical reflection skills that embody the idea that all students can learn? The gap in teachers’ awareness of issues of equity requires educators to create professional development programs for teachers to think issues through to better meet the needs of struggling students. The problem is that traditional teacher professional development does not improve self-reflection. Despite teachers’ individual differences and qualifications, most teachers receive traditional professional development on a specific topic and have no time to reflect on their existing practices, newly presented concepts, or students’ responses to instruction. The effectiveness of such professional development is questionable. This research-based presentation shares the findings of an explanatory mixed-method study. The researcher designed a social constructivist professional development program tailored to teachers’ varied self-reflection tendencies. The purpose of the program was to guide teachers to incorporate reflective teaching practices into their routines to increase teachers’ awareness of issues of equity. Findings showed that the program increased self-reflection tendencies of the participating teachers. The findings guided the development of an action plan to explain the role of the teachers’ supervisors and trainers as builders of teachers’ capacity for reflective teaching.

Day 1 - Block 5

7:40PM - 8:10PM (PST)

ELT Training of Filipino English Language Teachers in an Online Shadow Education Company

Stephanie C. Talavera, Marygrace Danielle O. Cariaso, Rhen Dave V. Rafael

Recent studies on English language teaching (ELT) have discussed the pervasiveness of a native-speakerism ideology. ELT training tends to instill ‘native’ speaker norms that affect teachers’ beliefs regarding varieties of English. Scholars have investigated unequal Englishes (UE) in conventional English language classrooms. However, no local study, to date, has attempted to explore UE in non-formal education. Through semi-structured interviews with four English as a foreign language (EFL) teachers and one teacher trainer, the present study aims to explore the ELT training of Filipino EFL teachers and the notion of UE in an online English shadow education company. Findings indicate that teachers must complete ‘Teaching English to Speakers of Other Languages’ and ‘Teaching English to Young Learners’ courses and technology and classroom management training. Although teacher training and teaching materials are based on American Standard English, the majority of participants still acknowledged local varieties of English. The company does not expect Filipino EFL teachers to speak standard English. However, Chinese trainers and clients tend to prefer ‘native-like’ English. Lastly, three challenges in developing English speaking and teaching skills emerged from the thematic analysis of data: online teaching setup, linguistic and cultural barriers, and educational background and teaching experience.

Day 1 Closing

8:10PM - 8:30PM (PST)

Mid-Conference Panel

A Panel presentation at the 2022 Symposium on World Language Education

Friday, Feb 11th

10:00AM - 12:00PM (PST)



Ecology in Language Learning: Identifying Equitable Opportunities

Panelists:

Steve Thorne, Portland State University

Julie Sykes, University of Oregon

Dongping Zheng, University of Hawaii

Glenn Levine, University of California at Irvine

This panel presentation was motivated as a tribute to the late Professor Leo van Lier, a leading author and researcher in the field of ecological linguistics. Leo joined the MIIS TESOL-TFL Program faculty in 1986, where he subsequently influenced decades of language teachers and researchers as he pushed to broaden the concept of the language learning environment. His work in Britain, Peru, Mexico, Scandinavia, and the Netherlands expanded his impact throughout the applied linguistics field. The panelists, whose work was influenced by Leo's thinking, will share their research and thoughts on "Ecology in Language Learning" and help us trace Leo's influence on the field.

From 12:00 - 1:00PM PST, participants are welcome to stay after the panel to participate in an informal memory sharing event hosted by Professor Kathi Bailey.

DAY 2

Saturday, Feb 12th

8:00AM - 1:30PM (PST)

Day 2 - Block 1

8:00AM - 9:10AM (PST)

Peace Linguistics: A Tool for Building EDI and Empowering Language Learners

Jocelyn Wright, Usman Muhammed Bello, Cheryl Woelk, Catherine Chua, Jody Çiçek, Stormy Montes

Peace Linguistics (PL) provides an approach to upholding justice and dignity in language use and helps learners to prevent, respond to, and resolve conflict inside and outside of the classroom with attention to equity, diversity, and inclusion (EDI). According to Fairclough (1992), language functions as a means for a society to express its moral, culture, and social developments, and it is constantly reshaping society. Therefore, language users carry beliefs, attitudes, and ideologies that shape their conceptions of and relationships with themselves and others. Sometimes, these result in animosity, marginalization, and exclusion. In order to address issues with EDI, it is critical for educators to create awareness in class to help learners understand how these 'realities' are perpetuated through power structures in the classroom, interactions, communication in peace and in conflict, expression in texts and discourse, as well as course curriculum, materials, pedagogies, and assessments. Thus, it is important for students to learn how to navigate different types of texts and how to intentionally transform these aspects of language, communication, and instruction for peacebuilding purposes. To this end, this Zoom panel discussion with Q&A will introduce participants to theories of PL, demonstrate practical applications for text analysis, and share ideas and tips for curriculum and materials development and classroom practices. In doing so, we hope to show how PL can contribute to EDI, improve classroom ambiance and dynamics, and empower learners in language classes.

Day 2 - Block 2

9:20AM - 10:00AM (PST)

Critical Pedagogy in Professional Development

Sonia Estima, Kara A. MacDonald

This session will explore the topic of critical pedagogy where issues of social justice and inequity are examined for more inclusive teaching and learning, with the goal of raising teachers own critical consciousness to bring dialogue and reflection into the classroom and to promote engagement in the world through critique and action. The presenters guide a discussion on how critical pedagogy can help provide a framework for educators in their own professional development process. Attendees consider their own professional development experience and potential future opportunities through the lens and the principles of critical pedagogy to help them reflect on their practice and begin questioning their role in helping their students and also themselves to become critically conscious and develop a sense of agency in their instructional practice. As teachers working in the classroom, but also as researchers and writers, engaging with critical reflective practice permits us to offer an equitable, inclusive, and just language classroom through our own learning and awareness. The presenters question the potential and the possibilities for helping teachers find their voice and in turn become empowered to work towards raising the consciousness of students by encouraging them to reflect and question their own position and critique structures of power.

and

Museum Pedagogy as an Entryway into Decolonising Elementary CLIL: A Student-Supervisor Dialogue

Raphaelle Beecroft, Marina Capek

In an effort to create a balance in and a non-hierarchical attitude to the supervisor-student practitioner/researcher relationship at the level of higher education, the proposed talk will take the form of an academic dialogue between a student-practitioner carrying out Masters-Level research in the field of decolonisation and elementary language learning and her supervisor. The talk will address the research interest of the Master's study, namely to explore ways of decolonizing teaching and curricula which disregard marginalized learners' needs. The research intends to provide a bilateral example of combining teaching about decolonial practice through decolonial pedagogy in a Content and Language Integrated Learning approach which provides the frame to discuss complex topics from different (linguistic) perspectives integrating competences from the curricula of the subjects English and 'Sachunterricht' (content-related learning such as science, geography or social studies). Incorporating the advances made in museum pedagogy in its central position in debates about decolonisation, the action-research focuses on transferable concepts, investigating objects' histories and multiple perspectives in a child-centred manner. The dialogue will address the theory underlying the action-research study, its architecture as well as the observations resulting from the qualitative data-collection. Furthermore, the dialogue will conclude with an account of the multi-levelled challenges encountered whilst planning and carrying out the research in an elementary school context.

Day 2 - Block 3

10:00AM - 10:40AM (PST)

Advancing Foreign Language Curriculum Leadership through the Recursive Curriculum Design Model

Jerry Parker

This presentation aims to further research on curriculum leadership in foreign language education by presenting a developing model of curriculum design entitled the "Recursive Curriculum Design Model for Foreign Languages" (RDM). Grounded in Spiral Curriculum Theory (Bruner) and Critical Multicultural Education (Banks), this model provides world language teachers with a thorough and systemic approach to designing introductory course curricula that aligns with the traditional structure of academic foreign language courses along with adapting best practices as dictated by Second Language Acquisition research and ACTFL. Although the model is still in the validation phase, implementation has thus far shown to be effective in helping students retain and use the target language in and outside of the language classroom. For curriculum leaders in language departments, this presentation will offer numerous ideas and perspectives for decision making as they seek to boost enrollment and further explicate the validity of language programs in a technology driven, post-COVID world. This presentation also serves as a starting place for critically examining curriculum design in language programs and the overall purpose of students taking a language course.

and

Inclusive multilingual practices among expert Indian secondary teachers of English

Jason Anderson

The presentation will address a key challenge being faced by language teachers in mainstream secondary education around the world today, that of promoting more multilingual approaches to additional/foreign language learning, even within monolingual curricular frameworks. It will present the findings of an extensive comparative case study involving eight Indian secondary teachers of English, all identified as experts of their contexts based on multiple criteria. These expert teachers from across India worked in mainstream, government-sponsored secondary classrooms in challenging circumstances with few resources and little developmental support. While noticeable differences in pedagogic practices among the participant teachers were observed, one of several key areas of shared similarity identified was their inclusive attitudes towards, and inclusive use of, other languages in the English language classroom. The presentation will explore how they did this, documenting flexible translanguaging in spoken language use alongside the promotion of more monolingual norms with regard to writing, consistent with curricular expectations and wider social practice in India. Evidence of multilingual differentiation, translingual pair and groupwork activities, and translingual scaffolding will be offered as potentially innovative practices of value to workshop participants. Participants in the workshop will be invited to consider a) multilingual practices in their own context, b) the relevance of the findings for other multilingual language learning environments, and c) the potential use of teacher expertise studies in identifying and promoting contextually sensitive models of indigenous teacher expertise across the Global South. The workshop aims to make use of online tools (e.g., Padlet, Mentimeter) to facilitate participation, alongside interactive chat, and the Q&A session at the end of the workshop.



Day 2 - Block 4

10:50AM - 11:30AM (PST)

Creating a playful space for language learning and gender identity construction

Motoki Long-Nozawa

The social turn has brought to the fore pedagogical questions about the links between second language learning and social identities (Block, 2007). As a Japanese language educator and gay individual, I am particularly concerned about Japanese language education and queer identities. In comparison to the field of Teaching English as an Additional Language (TEAL), Teaching Japanese as an Additional Language (TJAL) has not engaged in the subject of gender and sexuality in depth yet (e.g. Moore, 2020 and Nelson, 2009 for TEAL; Moore, 2019 and O'Mochain, 2016 for TJAL). In this presentation, I explore the discursive processes of language learning and gender identity construction of a Canadian university student (he/they) learning Japanese who identifies as bi-sexual (sexual orientation), cisgender (gender identity), and feminine/androgynous (gender expression). My exploration is guided by the following two questions: 1) in what conditions and how the student exercises his agency in constructing his gender identity and 2) how the space that empowers him to explore gender identity repertoires is conceptualized pedagogically. The data, collected through interviews and reflective writings, are examined with the lenses of "identity" (Norton, 2013; Garcia & Wei, 2014), "agency" (Ahearn, 2010; Leal & Crookes, 2018), and "in-between" (Aoki, 2004). My analysis demonstrates 1) how language learning and gender identity construction are socially achieved in complex and nuanced ways and 2) how creating a space for playfulness provides opportunities for the student to explore and construct his gender identity while using Japanese. I conclude with the pedagogical implications by arguing a need for creating a learning space where language users have opportunities to explore gender identity repertoires.

Day 2 - Block 5

11:40AM - 12:20PM (PST)

Fostering social justice in a multilingual classroom setting

Mario Moya

This discussion aims to explore the nuances of critical literacy, reviewing the influence of the sociocultural context and the critical element that arises from the individuals who negotiate their identities as they interact with others in a variety of settings. The perspective adopted here focuses on multilingual young learners as they engage in literacy practices in English, the dominant language of the location where the study took place, within schooled environments resulting in hybrid productions within a Third Space, which is a metaphorical setting that promotes expansive learning. Such literacy productions consider the lived-in experiences of the individuals and their personal histories as tools for learning with the potential to liberate themselves from the dominant literacy practices. Contrary to top-down models where teaching and learning strategies are imposed on teachers and learners, the book chapter adopts a stance of learner agency that empowers students and teachers to adopt a more inclusive environment to cater to the needs of multilingual learners. It also recovers the importance of transferable learning strategies across languages that emerge out of necessity for communication and social inclusion. The chapter exemplifies a teaching approach to avoid "othering" multilingual learners while providing examples of practical tasks that can be performed in a lesson to include all types of learners, giving a voice to those who the community's dominant language has silenced. The book chapter presents an innovative example of linguistically appropriate practice in the context of a multicultural school setting in a diverse London borough where teachers are accountable to a stringent National Curriculum but who are also committed to social justice by providing students with a more equitable learning experience. The discussion is, therefore, beneficial for novice and well-seasoned teachers as well as language policymakers. Chapter for discussion: Moya, M. (2020). Empowering Multilingual Learners through Critical Liberating Literacy Practices in English-dominated Speech Communities. In: Neokleous, G., Krulatz, A. and Farrelly, R. (ed.) Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms. IGI Global. pp. 210-233.

DAY 2

Saturday, Feb 12th



**Closing Keynote Speaker
Dr. Shondel Nero
12:30PM - 1:30PM**

Decolonizing World Language Education in the 21st Century

Current discourse in education has leaned in heavily on centering diversity, equity, and inclusion (DEI) in teaching, and the world language classroom has been no exception. In this talk, I argue that successful efforts at DEI in world language education must start from a decolonizing stance, which includes a critical examination of the history, spread, and teaching of major colonial languages, and an intentional re-imagining of language itself, language teaching and learning, and language education policy. I will share some of my work on language education policy and practice in the Creolophone Caribbean as one example of the challenges and possibilities of decolonizing language education in the 21st century.

**SOWLE Conference Ends
1:30PM (PST)**