

First Annual LVAIC TESOL Conference

Building Linguistic Bridges: Translanguaging as Practice

SEPTEMBER 19, 2020

8:30 am - 9:00 am	Zoom troubleshooting		
9:00 am – 9:10 am	Conference Welcome remarks from Dr. Mark Ouellette, ICAPE Director, Lehigh University		
9:10 am – 9:40 am	Keynote Speaker: Dr. Catherine Box, University of Pennsylvania Graduate School of Education		
BREAKOUT SESSION 9:45 AM - 10:25 AM			
Bridging Language/Literacy for ESL Writers: Pedagogy for Plagiarism	Bringing the World Together: Art to Validate Identity	Translanguaging in an English/Spanish Dual Language Science Class	Tools for Treacherous Times: Teaching Social Justice in the ESL Classroom
Dr. Mark Ouellette, Lehigh University	Kayla Landers and Mary Newbegin, Lehigh University	Peter Licona, Elizabethtown College; David Vázquez-González, Pattan	Kenza Glass, Lehigh Carbon Community College
BREAKOUT SESSION 10:30 AM - 11:10 AM			
Whole World is a Stage: Transporting Global Issues to Local Composition Classrooms	Machines are People Too: Teaching Algorithms, Bias, and Contextual Language in the Multilingual Classroom	Using Corpus Linguistic Tools to teach Composition	Third Cultured
Elena Reiss, Lehigh University	Carrie Baldwin So-Relle and Jasmine Woodson, Lehigh University	Dr. Tingting Kang, Lafayette College	Winnie Gu, Lehigh University
BREAKOUT SESSION 11:15 AM – 11:55 AM			
Developing Third-Space Identities with Transcultural, Translinguistic Youth	Multimodal Writing: An Equitable Approach in Cross-Cultural Composition Courses	Linguistic Capital: Building a Bi/Multilingual Community	Let's Talk about Cheating
Dr. Judith Rance-Roney, DeSales University	Teresa Cusumano, Lehigh University	Nadia Thalassinou, The Language Project LLC, and Amanda Bressack, Columbia University	Bethany Zornek, Lehigh Carbon Community College
CLOSING REMARKS 11:55 AM – 12:00 PM			
11:55am - 12:00 pm	Vendor Expo: US Department of State; WWNorton; Cengage Learning; Townsend Press; Lehigh Department of Education; Lehigh International Center for Academic and Professional English; Lehigh International Voices Student Club; DeSales Graduate Teacher Education; Cambridge University Press Post-conference survey, certificates information, etc.		

Session Descriptions

BREAKOUT SESSION

9:45 - 10:25 AM

Bridging Language/Literacy for ESL Writers: Pedagogy for Plagiarism

Dr. Mark Ouellette,
mao417@lehigh.edu

This presentation offers teachers some strategies to help ESL writers avoid plagiarism. The session particularly offers activities beyond mere practice in quoting and paraphrasing, including techniques that socialize students into what it means culturally and linguistically to write essays using the words and ideas of others.

Bringing the World Together: Art to Validate Identity and Voice

Kayla Landers, kml315@lehigh.edu
& Mary Newbegin,
man311@lehigh.edu

Art opens up a world of possibilities for multilingual students by providing inspiration for higher-order thinking such as analysis, description, discussion, and even debate. This interactive presentation will share multimodal projects, lessons, and pedagogical strategies to incorporate art as a vehicle for language development, transmediation, and self expression.

Translanguaging in an English/Spanish Dual Language Science Class

Peter Licona liconap@etown.edu and
David Vázquez-González
DVazquez@pattan.net

Discourse-intensive scientific practices promoted by the Next Generation Science Standards have implications for culturally and linguistically diverse students. Teacher translanguaging is a promising pedagogical practice for scaffolding students into these very complex scientific discursive practices. This presentation will explore how a science teacher's translanguaging scaffolded students in constructing scientific arguments

Tools for Treacherous Times: Teaching Social Justice in the ESL Classroom

Kenza Glass, lglass@lccc.edu

Discussing race/ethnicity, gender, and stereotypes using pop culture as a pedagogical tool helps students think critically, provides an understanding of social justice, and offers a space to conceptualize intersectional identities in American culture. This session provides a rationale and methods for incorporating difficult conversations into the curriculum of college ESL classroom

BREAKOUT SESSION

10:30 - 11:10 AM

Whole World is a Stage: Transporting Global Issues to Local Composition Classrooms through Virtual Reality

Elena Reiss, elr312@lehigh.edu

Using Virtual Reality Headsets, presenters demonstrate how student writers are transported around the globe and witness social injustice, becoming increasingly aware of the complexity of these issues and engaged with writing assignments, thereby producing better written output. Attendees will receive links to VR application databases, technical instructions, and lesson plans.

Using Corpus Linguistic Tools to teach Composition

Dr. Tingting Kang,
kangt@lafayette.edu

The interactive and authentic nature of the texts in the corpora makes them a rich teaching resource. In this section, the presenter will present the five popular online corpora of English, corpus-informed materials that can be

**Machines are People Too:
Teaching Algorithms, Bias, and
Contextual Language in the
Multilingual Classroom**

Carrie Baldwin-Sorelle
chb316@lehigh.edu and Jasmine
Woodson jaw515@lehigh.edu

Third Cultured

Winnie Gu yug219@lehigh.edu

used in writing classrooms, and some hands-on writing activities using corpus linguistic tools.

Google is often students' first step for research, despite educators' concerns about how its filter bubbles, skewed algorithms, and opaque advertisements impede quality research. However, Google's flaws also make it a valuable teaching tool. This presentation will discuss ways to incorporate conversations about implicit bias, contextual language, and technology into the multilingual classroom.

Art is a medium of expression that transcends language. At Lehigh, I've engaged with the campus through artistic expression and will share how art augments communication across diverse cultures. I'll share projects that I worked on with the faculty advisor for the freshman grant, with International Voices, and Third Cultured.

**BREAKOUT SESSION
11:15 - 11:55 AM**

**Developing Third-Space Identities
with Transcultural,
Translinguistic Youth**

Dr. Judith Rance-Roney,
Judith.Rance-Roney@desales.edu

Transcultural, translingual adolescents negotiate their identities as they enter secondary schools and colleges in the United States. Little attention has been given to the affective needs and transformation process as they renegotiate their self-definition. This presentation discusses a curricular framework that builds language proficiency while helping students re-vision who they have been and who they are becoming in this third space. Student work exemplifying this transformation will be shown.

**Multimodal Writing: An Equitable
Approach in Cross-Cultural
Composition Courses**

Teresa Cusumano
tec214@lehigh.edu

Multimodal writing in cross-cultural classrooms promotes equitable learning for L2 and NES students. Presenters will demonstrate how L2 and NES students collaboratively research global issues and compose digital arguments. Through multimodal writing, students become increasingly aware of the complexity of intercultural communication through engagement with writing assignments.

**Linguistic Capital: Building a
Bi/Multilingual Community**

Nadia Thalassinou and Amanda
Bressack, acb2249@tc.columbia.edu

This session will focus on building capacity to run bilingual education programs beginning at early childhood. Points of discussion will include the current linguistic capital in educational agencies, hiring practices, utilizing a student's full linguistic repertoire, and students' linguistic rights.

Let's Talk about Cheating

Bethany Zornek, bzornek@lccc.edu ,
UC306

Issues of cheating and plagiarism cause frustration and disappointment for faculty, but they can also cause stress and confusion for students. This session addresses issues of academic dishonesty in multilingual and multicultural classrooms and provides some suggestions on preventing and addressing violations.