

Agenda for the 35th Annual Bilingual/ESL Conference

Conference Topic

Translanguaging and Social Justice

Translanguaging is a frame for exploring the language processes of bilingual people that challenges the monolingual assumptions that permeate education policy. It treats bilingual rather than monolingual discourse as the norm.

Program explores how leveraging a child's entire language repertoire in education leads to social justice. It foregrounds how translanguaging theory transforms the teaching and assessment of bilingual children so that they can learn deeply and participate fully in society.

Based on the description of two translanguaging classrooms, and of two teachers who leverage translanguaging in instruction, the keynote presentation will also review how translanguaging theory transforms of understanding of language, bilingualism and education.

The keynote speaker for this event is Dr. Ofelia García, Professor of Urban Education and Hispanic and Luso-Brazilian Literatures and Languages at the Graduate Center of the City University of New York. García has an extensive publication record on bilingualism and the education of bilinguals. Among her best-known books are *Bilingual Education in the 21st Century: A Global Perspective*; *Translanguaging: Language, Bilingualism and Education* (with Li Wei); *Educating Emergent Bilinguals* (with Jo Anne Kleifgen, and *Handbook of Language and Ethnic Identity* (with Joshua Fishman. She is the Associate General Editor of the [*International Journal of the Sociology of Language*](#) and the co-editor of *Language Policy* (with H. Kelly-Holmes). For the past three and a half years, García has been co-principal investigator of CUNY-New York State Initiative of Emergent Bilinguals.

Over the course of its 34 years, this Conference has been highly recognized as one of the most stimulating language education forums in the U.S. This success stems from its commitment to exploring the best ways of meeting the educational needs of language-minority students. The Conference continues to offer access to in-depth, applied research, and up-to-date pedagogical techniques. Topics and thought-provoking plenary sessions sharpen the language professional's mind for pedagogical insight.

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Translanguaging and Social Justice

Friday, December 4, 2015

8:00 AM – 4:00 PM

William Paterson University
1600 Valley Road Wayne, NJ 07470

8:00 am – 9:00 am: Registration, Breakfast

9:00 am – 10:15 am: Concurrent Session I

A. Translanguaging: What is the connection with the WIDA Can Do Descriptors?

The Can Do Descriptors have been revised and will soon be released as announced at the WIDA National Conference on October. This session will highlight those changes in relationship to translanguaging. Other WIDA updates will be shared.

Presenters: Barbara Tedesco and Elizabeth Franks: Language and Literacy Associates for Multilingual and Multicultural Education Location: V1017

B. Teaching Global English in West Africa

Teaching English to the four English-speaking West African countries (Ghana, Nigeria, Sierra Leone and Liberia) is different from teaching English in the United States, due largely to the vast socioeconomic and environmental differences. Workshop explores similarities and differences between the US and West Africa, and among these West African countries themselves, in English language instruction. It foregrounds methodologies used in West Africa to compensate for the slow development of technological resources.

Presenter: Angela Addy: Hudson Community College Location: V1008

C. Shifting Literacies: Composing and Editing in Print and Video

What happens to ELLs when they shift back and forth between two different modes of language and two different modes of thinking? As teachers, we hope that one mode illuminates the other. This presentation discusses a project where students created and edited two projects on

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the same topic—one in video and one in print. It examines how video and print literacies differ and how moving back and forth between these projects helps ELLs gain insight and control over the composing and editing processes.

Presenter: Christopher Weaver, William Paterson University Location: V1021

D. From Bilingual Education in Hong Kong to Bilingual Education in the U.S.: A Focus on Heritage Language

This talk will briefly review the first-ever policy of “bi-literacy and tri-lingualism” in Hong Kong after its handover to China, and evaluate the success of Hong Kong's language policy in Education. We will also present some preliminary survey data on bilingual education in the U.S. with a focus on heritage language education. Together with the talk led by Dr. Kollia, we will discuss different models to enhance heritage language learning in school-age children with a bilingual background.

*Presenter: Yan H. Yu, St. John's University and Lauren Hickey, St. John's University
Location: V1022*

10:30 am – 11:45 am: Plenary Session (*location: V1012*)

Presiding: Dr. Bruce Williams, Director, Bilingual/ESL Graduate Program, William Paterson University
Welcome: Kathleen Waldron, President, William Paterson University

Conference Remarks

Dr. Kara Rabbitt, Dean, College of Humanities and Social Sciences, William Paterson University and

Dr. Candace Burns, Dean, College of Education, William Paterson

Introduction of Keynote Speaker: Dr. Judy Bernstein

Keynote Speaker: Dr. Ofelia García, City University of New York
"Translanguaging and Social Justice"

11:45 am – 12:15 pm: Lunch *Location: Valley Café*

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12:30 pm – 1:45 am: Concurrent Session II

E. When does No mean NO?: A Discourse Analytic Approach to Teaching Refusals in the Second Language Classroom

This workshop examines the pragmatic complexity of refusals, a speech act whose understanding challenges the pragmatic competence of both native (L1) and non-native speakers (L2) of English. Specifically, it will show how attempts to accomplish this speech act can often lead to misunderstandings and communicative breakdowns between speakers, both in and out of the classroom. The workshop will also provide hands-on activities that will help language teachers develop a better understanding of how refusals are accomplished and understood, show if pragmatic transfer from the learner's native language may be a factor, and give the best methods for teaching this and other speech acts.

Presenters: Domenica Luvera DelPrete, Teachers College, Columbia University and Catherine DiFelice Box, Teachers College, Columbia, University Location: V1017

F. The Bilingual Mind: Attention and Executive Processing

The linguistic experience of bilinguals has been found to facilitate some advantages in cognitive processing. Specifically, bilinguals have been found to more fluidly and efficiently transfer their attention between cognitive activities than monolinguals. In part, this ability has been speculated to arise from the specific training in code switching between linguistic structures and from an improved ability to construct semantic coherence from a wider array of signals. This workshop will be used to explore how cognitive processing is affected by bilingual training – for both early development and late second language training.

Presenter: Michael S. Gordon, William Paterson University Location: V1008

G. Fostering the use of higher Level Communication Skills: A Teacher's Responsibility and a Learner's Prerequisite

It is what we ask our students to do with the language which is critical. Are we just asking them to *display* their language knowledge or are we really challenging students to use language to support ideas for intrapersonal and interpersonal communication? To demonstrate control of language structures is not enough for acquisition to occur. This workshop will explore activities for activating a range of language functions and cognitive goals.

Presenter: Mary Carpenter, New York University Location: V1021

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H. Translanguaging in the Classroom: Tips for Educators on Enrichment Multicultural Activities

This presentation will describe how to integrate aspects of multiculturalism in the classroom in order to create language-rich literacy activities with the focus on multicultural children's heritage and languages. It will discuss strategies used to support birth language and culture and will demonstrate techniques for integrating aspects of geography and social studies in the translanguaging classroom.

Presenter: Tatyana Elleseff, Rutgers University Behavioral Health Care

Location: V1022

2:00 pm – 3:15 pm: Concurrent Session III

I. Applying the Translanguaging Prism to the Teaching of Writing and Grammar

Using Art and Music to Infuse Grammar and Vocabulary in Class.

Workshop provides practical ideas on how to integrate the arts in the ELL classrooms. It examines the advantages of drawing, describing pictures as a means to elicit conversation, and using modern lyrics to teach grammar in context.

Presenter: María Anderson, Kean University Location: V1008

J. Intercultural Pragmatics Strategies of Emergent Chinese International Students in the U.S.

Workshop investigates the sociolinguistic strategies of Chinese international emergent bilingual students using English with Americans. It looks at how participants in a research study responded to critical incidents, and how the relevant data was analyzed by bilingual-bicultural experts to reveal the underlying norms and values of each community. Presenters will share findings with community members to promote more successful interaction.

Presenters: Chenchen Cai, New York University; Miriam Eisenstein Ebsworth, New York University, and Timothy John Ebsworth, The College of New Rochelle

Location: V1021

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K. Integrating Language and Context in the Classroom to Support English Language Learners

In this workshop, we will examine the role of language instruction in the content area classroom. We will discuss the need to integrate language and content in order to support English language learners (ELLs) and discuss different instructional strategies that promote this integration. Participants will be encouraged to think of best practices that meet their needs by analyzing examples from real classroom teachers from across the state. We will use elements of sheltered instruction and analyze examples from the SIOP Model. We will also explore further possible ways of supporting the language development of ELLs in the content area classroom.

Presenter: Fernando Naiditch, Montclair State University Location: V1022

L. Speech Language Pathology and Bilingual Education in the Tri-State Area

We will address bilingual education practices with a focus on the Tri-State Area (NY, NJ, CT). We will explore the benefits of various models that are currently in use, and identify their strengths and weaknesses that are noted by the professionals, teachers, and parents involved. We will discuss the benefits of maintaining native culture for individuals and the community in which they get integrated.

Presenters: Betty Kollia; Andrea Recinos; Natalia Callejas; Michelle Zaritsky, and Tiffany Brieva, William Paterson University Location: V1017

3:15 pm – 4:00 pm: Debrief, Socialize, and Network Location: V1008
