

2022 BILINGUALISM MATTERS CONFERENCE

UNIVERSITY OF SOUTH CAROLINA

Voices in Harmony: Bilingualism Matters for Everyone



By 2020 Bilingual Student Poster Contest Winners Sarah Mooney & Isabella Fryer

Saturday, March 26, 2022

8:30 AM - 3:45 PM (EDT)

Virtual Conference (Zoom)

Bilingualism Matters Center @ University of South Carolina

Website: <https://bmu.wildapricot.org>

Email: bilingsc@mailbox.sc.edu

Our Missions

Bilingualism Matters @ U of SC

We live in a diverse world where communicating and connecting with others across languages is incredibly important. As globalization continues to impact all sectors of society (e.g., education, business, policy), multilingualism becomes necessary in order to govern the needs and cross-cultural contexts of the changing world. With this, it is increasingly vital for a wide range of partners (e.g., universities, schools, businesses, community organizations) to collaborate in order to best support students' abilities to be the future leaders of a global world. Bilingualism Matters @UofSC will serve as a resource to facilitate these discussions.

About Us

The international network of Bilingualism Matters is an information center directed by Dr. Antonella Sorace at the University of Edinburgh with branches in Europe and the United States. Bilingualism Matters aims to disseminate research findings in ways that promote communication and collaboration between families, schools, and the public sector. Much of the excitement about research on bilingualism concerns findings that suggest that speaking multiple languages helps children perform better in some areas. These studies suggest that bilingualism supports the brain's executive function—a command system that direct attention to processes that we use for planning. Scientific studies also show that learning another language helps children understand that different people have different points of view, thereby supporting their social skills.

At Bilingualism Matters @ the University of South Carolina, we do research and partner with local school districts to promote awareness about bilingualism, develop sound instructional practices, and share resources with the community.

BOARD OF DIRECTORS



Eurydice Bauer is the John E. Swearingen Chair of Education and Professor in the department of Instruction and Teacher Education at UofSC. She is Director of the Center of Bilingualism Matters @ UofSC. Her research focuses on understanding the language and literacy development of culturally and linguistically diverse student.

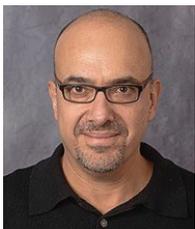


Lenny Sánchez is an Associate Professor in Language and Literacy Education at UofSC. He is co-Director of the Center of Bilingualism Matters @ UofSC. His research focuses on cultural and critical literacies.



Yang Wang is an Associate Professor in Language and Literacy Education at UofSC. She is co-Director of the Center of Bilingualism Matters @ UofSC. Her research focuses on reading comprehension, reading assessment, English language teaching and learning, and biliteracy.

BOARD MEMBERS



Amit Almor is an Associate Professor at UofSC. His research areas are psycholinguistics, neuroimaging of language and language impairments, the processing of anaphoric expressions in discourse, sentence production and comprehension, lexical representations and processing, and the connection between language and memory.



Ernesto Bernal is the World Languages and ESOL Programs Coordinator for Richland School District One. Bernal has been working in the United States for a decade trying to bring learning opportunities to students and teachers that open their minds to new challenges inside and outside of this country.



Mark A. Bounds earned his Master of Science degree in Administration from Central Michigan University and a Master of Arts degree in National Security and Strategic Studies from the College of Naval Command and Staff. He is the Head of School at East Point Academy in West Columbia, SC.



Kara Brown teaches undergraduate and graduate courses in social foundations, comparative education and qualitative research methods. Her research focuses on language policy, minority schooling and teacher migration. She is also an Executive Team member for the Bilingualism Matters Center.



Valerie Byrd Fort is a PhD student in the Language and Literacy program, and the Coordinator for Cocky's Reading Express, UofSC's Literacy Outreach Program. She teaches courses about children's literature to pre-service teachers and to future school and youth services librarians at the School of Information Science @UofSC. Her research focus is on diversity in children's literature.



Liz Lawrence-Baez is the Dual Language Immersion Lead Teacher at Polo Road Elementary School in Richland School District Two. Her professional interests focus on teacher training, specifically international teachers, and biliteracy development among immersion students.



Dawn Samples is the Director for Avant MORE Learning. She provides professional learning and administrative support to educators in the US and internationally, helping them reach their program's proficiency goals.



Liza Speece is the Coordinator for World Languages and Dual Language Immersion for Lexington School District One. She was previously the World Language Teacher Support Specialist for Lexington One. Prior to this position, Liza taught Spanish at the elementary, secondary and college levels, third grade Spanish immersion, and ESOL.

EXECUTIVE ASSISTANT



Kyungjin Hwang is a PhD candidate in Language and Literacy at UofSC. She is an executive assistant of the Center of Bilingualism Matters @UofSC. Kyungjin is a former English teacher at middle and high schools in South Korea, and currently teaches Korean language to Korean immigrant children at a community-based Korean language school. Her primary research interests include ESOL/bilingual education, heritage language maintenance, and multimodal translanguaging pedagogy.

Conference Schedule

8:30 - 9:40 AM	Welcome and Keynote 1 (Dr. Carmen Martínez-Roldán)
9:50 - 10:40 AM	Concurrent Breakout Session 1
10:50 - 12:00 PM	Keynote 2 (Dr. Gigi Luk)
12:00 - 12:30 PM	Lunch
12:30 - 1:20 PM	Concurrent Breakout Session 2
1:30 - 2:20 PM	Concurrent Breakout Session 3
2:30 - 3:45 PM	Keynote 3 (Dr. Kim Potowski) and Closing

Family Strand (Family Strand is for pre-registered families and a separate zoom link is being used for these sessions.)

9:50 - 10:40 AM	<p>An Invitation into the World of Stories: Endpapers as Bilingual Learning Resources</p> <p>Sally Brown, <i>Georgia Southern University</i> Alisa Leckie, <i>Georgia Southern University</i></p> <p>This session invites families and children into the world of bilingual stories. Participants will learn ways to use endpapers and questioning techniques to engage their children. Children will be encouraged to draw from their culture and first languages to understand storylines. Finally, the presenters will share hands-on activities for responding to books at home. **I didn't know if I needed to say the presentation would be in Spanish and English or if families would receive a story kit.</p>
10:50 - 11:40 AM	<p>Raising Trilingual Children in a Monolingual Society: Strategies and Resources for Immigrant Parents</p> <p>Mihaela Gazioglu, <i>Clemson University</i> Jayoung Choi, <i>Kennesaw State University</i></p> <p>The presenters will provide practical strategies and resources for immigrant parents who wish to raise their children trilingual/triliterate. These tips will be drawn from research as well as anecdotes from the two mother scholars' trilingual households. The workshop invites audience to a discussion about myths and real scenarios about trilingual development.</p>

Keynote Speaker 1 (8:30-9:40 AM)

Dr. Carmen Martínez-Roldán (Columbia University)

Promoting Expansive Learning through Two Languages: What Bilingual Children Teach Us

In this presentation, Dr. Martínez-Roldán will share findings from her work with primary-grade bilingual children as they learn science through two languages in an inquiry- and multimodal-based curriculum in two bilingual classrooms. Examples of bilingual children's work and interactions in Spanish, English and Mandarin around the topic of ecosystems will be presented. The analysis of these interactions show how language learning can be promoted as emergent bilingual students engage in science practices while, at the same time, content learning can be supported through the use of more than one language, through multimodal literacies, and through horizontal learning.



* Introduction by **Byron Robins** (PhD student, Language and Literacy, University of South Carolina)

Concurrent Breakout Session 1 (9:50-10:40 AM)

Session 1A

[Leadership Strand] – 25 min

Is Dual Language Bilingual Education (DLBE) the Gold Standard?: Disrupting Inequities and Envisioning Critical Consciousness in DLBE

Joe Elliott, *Loyola University Chicago*

This presentation brings together issues of white privilege, racism, and linguistic discrimination for enhancing the critical consciousness of dual language bilingual education leaders, teachers, and programs and positioning DLBE leaders and teachers for “ideological clarity” as they interrogate their belief systems, confront prejudices, and explore ideas for enacting humanizing pedagogies.

[Leadership Strand] – 25 min

Bilingualism, Special Education, and the Law

Rhonda Miller, *Coastal Carolina University*

Addressing the needs of emergent bilinguals (EB) is particularly challenging and often controversial when these students are being evaluated for special education services. This presentation reviews relevant legislation and litigation regarding EBs and best practices for assessing and providing interventions for EBs as well as family engagement.

Session 1B

[Teacher Strand] – 25 min

Translanguaging Pedagogies for Elementary Bilingual Classrooms

Mihaela Gazioglu, *Clemson University*

Mikel W. Cole, *University of Houston*

Drawing on translanguaging pedagogy, this session highlights the practical application of strategies for teaching multilingual students. Viewers will learn about several free, online teaching resources and explore innovative uses for bilingual alphabet charts meant to reorient elementary classroom teachers to their students' linguistic strengths during phonics and writing instruction.

[Teacher Strand] – 25 min

Phonological Awareness: Key for language proficiency in Young Learners

Miriannys Velasquez Zabala, *Townsend Early Childhood Center/Appoquinimink School District*

Phonological awareness constitute a crucial component because allows students to understand and recognize sounds that make up words which leads to an easier and more effective path towards reading, writing and oral comprehension. This presentation aims to share ideas and strategies to develop Spanish phonological awareness in young learners.

Session 1C

[Teacher Strand] – 50 min

Empowering Learning Through Translanguaging

Danling Fu, *University of Florida*

Xenia Hadjioannou, *Pennsylvania State University*

Xiaodi Zhou, *University of Texas at RGV*

What is translanguaging pedagogy and how can it empower emergent bilingual learners in their growth as students, communicators and democratic citizens? In this session, we will frame translanguaging through personal examples, examine bilingual practice and the effects of silencing non-English voices and identities, and propose translanguaging pedagogy as a promising approach. We will offer examples and recommendations for classroom practice.

Session 1D

[Teacher Strand] – 50 min

Four-Station Blended Learning Model for Differentiated Instruction in Immersion Education

Xue Gao, *East Voyager Academy*

Xuesong Jin, *East Voyager Academy*

Di Lu, *East Point Academy*

Chao Sun, *East Point Academy*

Junlan Li, *East Voyager Academy*

Four-blended learning model is proven to be effective in immersion education regarding increasing student engagement and learning outcomes, not only in target language learning, but also in content areas, such as math and science. The symposium provides audience the opportunity to learn and practice the teaching approach with teachers from two immersion programs in SC and NC.

Session 1E

[Research Strand] – 25 min

Understanding Motivations to Learn Two Foreign Languages Simultaneously: A Study of Chinese University Learners

Xuechun Huang, *University of Oxford*

This session aims to deepen the audience's understanding of language learning motivations among learners who study two foreign languages at the same time in university. This session presents empirical data from a cross-sectional study that explores how multilingual learners describe their language learning motivation and experience.

[Research Strand] – 25 min

Cross-Linguistic Influence in Mirrored Properties

Marta Velnić, *NTNU-Norwegian University of science and technology*

This research investigates cross-linguistic influence of possessives in Italian-Norwegian bilinguals. Both languages have pre- and post-nominal possessives but use them in pragmatically opposite contexts. We found CLI to be bidirectional even if the Italian system is simplified. The

children were more target-like in Norwegian, but this was dependent on dominance.

Session 1F

[Research Strand] – 25 min

Exploring the Links between Language Exposure, Cultural Identity, and Language Skills in French-English Bilingual Children. A Longitudinal Study

Cathy Cohen, *University Claude Bernard Lyon 1*

Romane Demazel, *University Claude Bernard Lyon 1*

Agnès Witko, *Claude Bernard University Lyon 1*

This longitudinal study explores the links between language environments, linguistic skills and language and cultural identities in French-English bilingual adolescents in France. We hypothesise that higher exposure to a language results, first, in higher language proficiency in that language and, second, in greater identification with that language and culture.

[Research Strand] – 25 min

Instruction of Greek as L2 in CLIL as Immersion Contexts in a US Charter School

Mattheoudakis Marina, *Aristotle University of Thessaloniki*

The present study will explore the impact of the instruction of Greek as L2 in two different programs – CLIL and immersion – (a) on students' development in L2 Greek, and (b) on their academic growth in the curricular content taught in Greek.

Session 1G

[Research Strand] – 50 min

Investigating Bilingual Teachers' Reading Conceptions and Processes through Eye Movement Miscue Analysis

Yang Wang, *University of South Carolina*

Ismahan Arslan-Ari, *University of South Carolina*

Hazza Bin Hazza, *University of South Carolina*

Ling Hao, *University of South Carolina*

Kyungjin Hwang, *University of South Carolina*

This session presents how three non-alphabetical language speaking bilingual teachers perceive reading and teaching reading to bilingual learners and how learning about eye movement miscue analysis shifts their conceptions in reading and beliefs in teaching reading in English and other languages.

Keynote Speaker 2 (10:50-12:00 PM)

Dr. Gigi Luk (McGill University)

Shifting the Discourse from Deficit to Differences

In many schools across the U.S., children who speak a minority language are tasked with learning new knowledge in English, which is their second, developing language. These children's learning outcome, when compared with their English proficient peers, is often described as inferior. Furthermore, children from linguistically diverse backgrounds were also disproportionately represented in special education. The academic achievement gap between children with different levels of English proficiency is complex. Critically, what are the considerations to identify atypical learning mechanisms for children from diverse language backgrounds? In this talk, I will explore education, psychology, and neuroscience research on language diversity, academic achievement, and special education consideration. Taking an interdisciplinary approach in this discussion is necessary to shift the emphasis on performance deficits by recognizing and harnessing children's strength to enrich learning. Going beyond *recognizing* language diversity in schools, this shift in emphasis is necessary to *embrace* language diversity in U.S. schools by providing equitable access to academic knowledge for children who speak a minority language and designing linguistically sensitive pedagogy for all children.



* Introduction by **Celina-Maria Espinosa** (PhD student, Language and Literacy, University of South Carolina)

Concurrent Breakout Session 2 (12:30-1:20 PM)

Session 2A

[Leadership Strand] – 25 min

Can't We All Just Get Along? Challenges and Solutions to Developing Supportive DLE School Environments

Nicholas Block, *Biola University*

Among the most vexing problems that dual language programs face have to do with unsupportive staff, administration, and parents. This session seeks to understand different ways these problems manifest themselves as well as some possible solutions to them, with the goal of developing supportive, thriving school communities.

[Leadership Strand] – 25 min

Two-Way Immersion Education and the Need for Research-Based Assessments

Abril Jimenez, *Davidson College*

Patrick Thane, *Rutgers University*

Jennifer Austin, *Rutgers University*

Michele Goldin, *Touro College*

Esther Hur, *Rutgers University*

Julio César López Otero, *University of Houston*

This session presents a discussion of how current theories, studies, and tasks could inform the development of assessments for diverse linguistic profiles. More specifically, we offer recommendations for how to construct research-based instruments that can address the gap in our knowledge of how heritage bilinguals acquire Spanish through two-way immersion education.

Session 2B

[Teacher Strand] – 25 min

Reading in 1st Grade Chinese Immersion Class

Jing Zhang, *Carver-Lyon Elementary School, Richland one school district*

Purpose: sharing useful practice of interactive read-aloud and setting up consistently reading routine in Chinese immersion class.

Goal: The attendee will learn the reading practice of interactive read-aloud in the first grade Chinese immersion classroom, including routine chat with high frequency words, Reading routine, fit and interesting texts, engaging activities.

[Teacher Strand] – 25 min

Your Best Bilingual Classroom: How to Host a “Week of Languages” at Your School that Brings Parents, Students, and Teachers Together

Taylor Smith-Benyahia, *Vytautas Magnus University/Université de Poitiers*

Ranka Bijeljic-Babic, *Université de Poitiers*

As our school communities become increasingly multilingual, how can educators make the classroom environment more language-friendly and supportive of all forms of bilingualism? In this session, we will present a five-step guide to hosting your own “Week of Languages” in your school.

Session 2C

[Teacher Strand] – 50 min

Becoming Bilingual Readers: Centering Linguistic Equity in Documenting Bilingual Reading Behaviors

Bobbie Kabuto, *Queens College, CUNY*

This interactive session will focus on how to center linguistic equity in documenting bilingual reading behaviors. Through an example of a reader reading a bilingual text, participants will be provided with a way to adapt miscue analysis to document and understand what bilingual readers know about reading.

Session 2D

[Teacher Strand] – 50 min

Experiencing Culture from Home - The Advantage of Virtual Exchange

Crystal Marull, *University of Florida*

Enrique Munoz-Mantas, *University of Florida*

Virtual exchange has been adopted to facilitate conversation practice between language students and native speakers. Recently, a new supplemental approach has emerged called Experiences. These Zoom-style events offer diverse cultural opportunities in the target language ranging from an Honduran cooking class to a bike tour of Cali, Columbia.

Session 2E

[Research Strand] – 25 min

State-Level Exam Performance and English Language Status in Public Schools

Justin Feng, *McGill University*

Gigi Luk, *McGill University*

Brianna L. Yamasaki, *Vanderbilt University*

Jeannette Mancilla-Martinez, *Vanderbilt University*

Using state-level data, performance on English and mathematics state exams were predicted from students’ language background and economic disadvantage (ED) status. Language backgrounds have larger effect sizes than ED status in grades 3-8. Additionally, we demonstrated that

among students who speak English as a second language, English proficiency boosted their academic performances in both English and mathematics.

[Research Strand] – 25 min

Special Education Eligibility and English Language Status in Public Schools

Brianna L. Yamasaki, *Vanderbilt University*

Justin Feng, *McGill University*

Jeannette Mancilla-Martinez, *Vanderbilt University*

Gigi Luk, *McGill University*

Using state-level data, special education (SPED) identification rates were examined in students with diverse language backgrounds. Compared to students who spoke English as their first language, English-proficient bilingual children had lower identification rates while current English learners had higher identification rates in language and communication SPED categories.

Session 2F

[Research Strand] – 25 min

Does Teaching Grammar Pay Off? L2 English in a Spanish Primary School

Raquel Fernández Fuertes, *University of Valladolid Language Acquisition Lab (UVALAL)*

Eduardo Gómez Garzarán, *University of Valladolid Language Acquisition Lab (UVALAL)*

This investigation addresses how two of the main defining factors shaping L2 attainment interact: explicit instruction and length of exposure. To do so, four groups of L1 Spanish L2 English child learners were tested on their oral production of English noun-noun compounds. Conclusions point to the leading role of instruction.

[Research Strand] – 25 min

Perceptions of Different Stakeholders on Dual Language Bilingual Education Implementation

Briseida Elena Tijerina, *University of Texas at San Antonio*

Kathryn Henderson, *University of Texas at San Antonio*

Zhongfeng Tian, *University of Texas at San Antonio*

Monica Ramos, *University of Texas at San Antonio*

Maida Guajardo, *University of Texas at San Antonio*

In this session we present findings on the perceptions from teachers, administrators and parents on the implementation of dual language bilingual education (DLBE) in a title I district in Texas. Throughout our session we will highlight findings around teachers' concerns on equity, administrators' perception on training, and parents' concerns around resources in the program.

Session 2G

[Research Strand] – 50 min

Revealing Young Chinese/English Bilingual Speakers' Reading Process

Yang Wang, *University of South Carolina*

Ling Hao, *University of South Carolina*

Shuang Du, *University of South Carolina*

Jingru Wang, *University of South Carolina*

This session presents case studies of exploring elementary Chinese/English bilingual speakers' reading processes. All researchers interviewed the readers' reading views and strategy use. They listened to bilingual readers' oral reading and retelling and talked about their miscues. These case studies will provide research and teaching implications for bilingual teachers.

Concurrent Breakout Session 3 (1:30-2:20 PM)

Session 3A

[Leadership Strand] – 25 min

A Call to Collaborate and Celebrate Language

Salondra Griggs, *University of South Carolina*

Katherine Eliana Agudelo Soto, *University of South Carolina*

This presentation discusses how collaboration leads to authentic instruction that honors the language and culture of bilingual learners. New Teachers and leaders will learn useful information they can apply to their practices.

[Leadership Strand] – 25 min

Finding Allies: School Leadership Best Practices for The Development of Social Capital of Immigrant Latinx ESOL Students

Clifford Lee, *Greenville County Schools*

This session will describe the importance of social capital development for Latinx immigrant students and the unique barriers they face as they integrate into their new educational setting. Participants will learn ways to help these students build social capital to maximize the potential for their academic success.

Session 3B

[Teacher Strand] – 25 min

Creating Virtual Notes in the DLI Classroom

Elizabeth Dubberly, *University of Georgia/Clarke County School District*

Julia Duncanson, *University of Georgia/Clarke County School District*

DLI students create short videos in the target language that record new skills, creating libraries of virtual notes that are shared by topic with the class. Scaffolding and differentiation is provided within the classroom. Watching each other's videos reinforces content, encourages creativity and provide reminders and explanations at home.

[Teacher Strand] – 25 min

The Place of Learners' Home Languages in Supporting EAL/D* Students' Language and Literacy Development – A Case Study of Bilingual Instruction Approach in the Early Years in Australia

Sherry Chen, *Kambala School, Australia*

In order to capitalise additional language learners' strengths while also promoting their language and literacy development, Kambala School in Australia develops a bilingual instruction approach, using dual languages with linguistically diverse students to introduce storybooks and concepts, which are then reinforced to support their participation in the mainstream class lessons.

Session 3C

[Teacher Strand] – 25 min

Leveraging Teacher Research to Promote Equity in Bilingual Education

Irene Post, *The Learning Agency Lab & ACERO Schools Chicago*

Classroom teachers sit at the intersection of theory and practice. Teachers can use their expertise to conduct classroom-based research projects in order to promote the needs of their students. Educators will leave this session feeling empowered and leave with the tools necessary to leverage their research skills in order to promote equity for their emergent bilingual students.

[Teacher Strand] – 25 min

Cross-Linguistic Transfer Using Bilingual Literature

Melizabeth Santos, *University of Illinois Chicago*

Nina Delgado, *Elmhurst Public Schools District*

Elementary teachers in dual language or bilingual instructional settings will explore how to honor existing and varied linguistic repertoires of their emergent bilingual students through celebration of authors that elevate translanguaging practices. The presentation's sample teaching points for metalinguistic awareness will provide teachers with concrete and actionable lessons.

Session 3D

[Research Strand] – 50 min

Using Translanguaging Pedagogy in Translation Activity for Reading Comprehension in Traditional Chinese College English Class

Yuxin Cui, *University of Florida*

Mark Pacheco, *University of Florida*

This study tries to understand how strategic translation activity, a translanguaging pedagogy, can best help students' text comprehension in the Chinese traditional college English class. It also seeks to help students to recognize their languages as a strength instead of constraint.

Session 3E

[Research Strand] – 25 min

Examining the Writing Complexity of Heritage and Second Language Learners of Spanish

Agustina Carando, *University of California, Davis*

Sophia Minnillo, *University of California, Davis*

Several misconceptions exist regarding the writing abilities of heritage learners of Spanish. A comparison of compositions of students in the HL track with those of students in the equivalent L2 track at the same institution indicated that heritage speakers outperform L2 students in many aspects of writing, notably verbal complexity.

[Research Strand] – 25 min

Estoy Aquí a Aprender de Ustedes: Language as a Constitutional Right in Honduras

Carla McNelly, *Indianapolis Public Schools*

Honduras, a country in Central America, has the constitutional right for students to receive education in their home language. The achievement of Afro-Hondurans and other ethnic communities to receive this right serves as a model for educators in the United States.

Session 3F

[Research Strand] – 25 min

Two Wings of a Bird: SEL Practices in Bilingual Education

Xinyi Wang, *Columbia University*

A case study about three teachers' integration of social emotional learning (SEL) and bilingual education was conducted. The study suggests, SEL and bilingual education could be intertwined in teaching practices. The teachers carried out this through planned and unplanned curricula. The study shows SEL and bilingual education complement each other.

[Research Strand] – 25 min

The Role of Native Language use in Motivational Interviewing

Derith Rhisiart, *Cardiff Metropolitan University*

Motivational Interviewing is a collaborative style of communication with an emphasis on change. Emotion and the therapeutic relationship are important features of this connection. Research on bilingualism has found that bilingual speakers show stronger emotional responses in their first language and health services delivered through the medium of that language.

Session 3G

[Research Strand] – 50 min

Embracing a Transdisciplinary View of Bilingual Learning

Eurydice Bauer, *University of South Carolina*

Lenny Sánchez, *University of South Carolina*

Yang Wang, *University of South Carolina*

Natsuki Atagi, *California State University, Fullerton*

Nancy Fret, *University of Illinois at Chicago*

Fred Genesee, *McGill University*

Sibylla Leon Guerrero, *Harvard Graduate School of Education*

Gigi Luk, *McGill University*

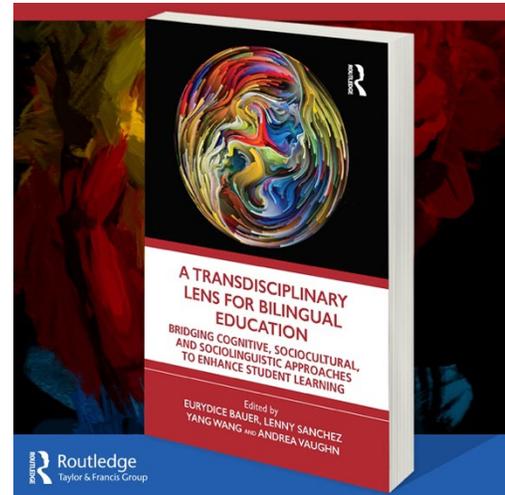
Candice Mathers, *University of Edinburgh*

Laura May, *Georgia State University*

P. Zitali Morales, *University of Illinois at Chicago*

Sirada Rochanavibhata, *Northwestern University*

Patriann Smith, *University of South Florida*



* As part of this symposium, there will be three breakout discussions.

Discussion 1: Examining the multidimensionality of bilingualism and EL readers

- Synergistic Themes in Cognitive and Sociocultural Bilingualism Research: Moving Toward a Disciplinary Approach (Sibylla Leon Guerrero and Gigi Luk)
- Enhancing the Reading Abilities of Struggling English Learners (Fred Genesee)

Discussion 2: Diverse linguistic experiences and perceptions of multilingualism

- The Role of Diverse Linguistic Experiences in Young Children's Cognitive and Language Development (Natsuki Atagi and Sirada Rochanavibhata)
- Migrating While Multilingual and black: Beyond the "(bi)Dialectical" Burden (Patriann Smith)

Discussion 3: Bilingual benefits and curricular intentions

- From English Language Learner to Spanish Teacher: The Testimonios of Heritage Spanish Speakers Who Became Spanish as a Heritage Language Teachers (Nancy Dominguez-Fret and P. Zitali Morales)
- Connecting Curricula to Families: Guiding Principles for Using Funds of Identity to Select Children's Literature (Laura May)
- More than One Language: Understanding the Educational Benefits of Bilingualism (Candice Mathers)

Keynote Speaker 3 (2:30-3:45 PM)

Dr. Kim Potowski (University of Illinois at Chicago)

No Child Left Monolingual: Why and How the U.S. Should Become More Linguistically Diverse

The U.S. has always been a linguistically diverse nation, but the overall climate usually discourages and sometimes outright discriminates against the use of non-English languages. The grandchildren of immigrants often don't speak their grandparents' language anymore, which squanders the wonderful resource of hundreds of non-English languages spoken in communities across the U.S. In addition, overall we don't do a great job teaching foreign languages to monolingual English-speakers. This talk explores several myths about languages in the U.S. and presents arguments and strategies that favor promoting multilingualism among our population.



* Introduction by **Kyungjin Hwang** (PhD student, Language and Literacy, University of South Carolina)

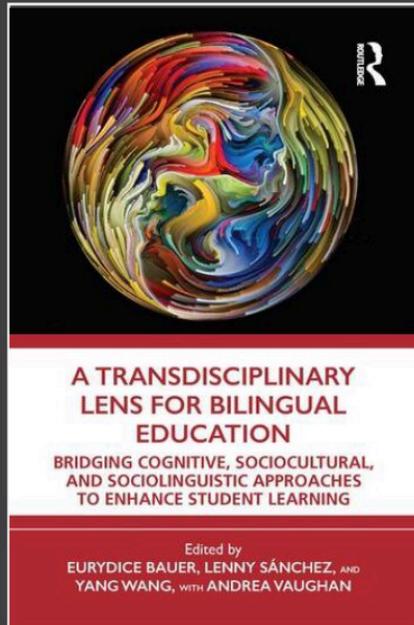
Conference Evaluation

We would love to know how this conference has impacted your knowledge and interest in bilingualism. Please share your feedback by completing the conference evaluation linked to the QR Code below. **Please submit your conference evaluation by April 1.** Your input is greatly appreciated. Thank you!

2022 Bilingualism Matters @ UofSC Conference Evaluation

<https://forms.gle/QSKpVBNmx1KNjmVt6>





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20% Discount available with this flyer!

A Transdisciplinary Lens for Bilingual Education

Bridging Cognitive, Sociocultural, and Sociolinguistic Approaches to Enhance Student Learning

Edited by **Eurydice Bauer, Lenny Sánchez, Yang Wang** and **Andrea Vaughan**

Addressing the intersections between sociocultural, cognitive, and translanguaging research, this volume explores bilingual development across education and linguistics to discuss and uncover the influences and impact of language policies, school programming, and everyday practices on bilingualism. Ideal for courses in bilingualism, literacy, and language education, this text is an important resource for understanding and applying transdisciplinary, inclusive approaches to positively influence cognitive development, academic learning, and identity formation in bilingual education.

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