



*Bilingualism Matters 2019  
Conference:  
Raising Our Voices  
Together*

*Richland Two Institute of  
Innovation Conference  
Center (R2I2)  
Saturday March 30, 2019,  
Columbia, South Carolina*



## ***Conference Schedule***

8:00am-8:30am	Doors open
8:30am-8:50am	Welcome & Introductions
8:50am – 9:20am	Plenary 1 (Sorace)
9:20am-9:30am	Break
9:30am-10:20am	Breakout session 1
10:20am-10:30am	Break
10:30am-11:20am	Breakout Session 2
11:20am-11:30am	Break
11:30am-12:15pm	Plenary 2 (Jimenez) (Community Session 3 concurrently)
12:15pm-1:00pm	Lunch
1:00pm-1:45pm	Plenary 3 (Flores) (Community Session 4 concurrently)
1:45pm-1:55pm	Break
1:55pm-2:45pm	Breakout Session 3
2:45pm-2:55pm	Break
2:55pm-3:40pm	Plenary 4 (Dussias)
3:40pm-4:00pm	Closing

***Keynote Speaker 1***

Time: 8:50-9:20



***Towards a Better Scientific and Public Understanding of Bilingualism***  
**Antonella Sorace**

There are many widespread misconceptions about what it means to learn more than one language in childhood and adulthood: for example, many people still think that early bilingualism makes children confused and puts them at a disadvantage at school. Research, in contrast, shows that where there are differences between monolingual and bilingual children, these are almost invariably in favour of bilinguals: bilingual children tend to have enhanced metalinguistic skills and language learning abilities, a better understanding of other people's points of view, and more mental flexibility in dealing with complex situations. Some of these benefits have also been found in bilingual adults of all ages. However, misinterpretations of these findings have created new myths which point to bilingualism as a panacea. I will argue, with examples, that we need two types of 'bridges' to debunk old and new myths: bridges that connect different research fields to help understand the interacting cognitive and social factors affecting bilingualism, and bridges to bring a balanced picture of bilingualism research to people from all sectors of society who need to make informed decisions.

***Keynote Speaker 2***

Time: 11:30-12:15



***Promoting Translingual Subjectivities***  
**Robert Jiménez**

There are close to 5 million students in U.S. schools who are considered English language learners which is a little more than 20 percent of the total. Within a few years this number will climb to 25 percent. This student population has long been isolated and marginalized in U.S. schools but, like the global population of bilingual and multilingual persons, these students are increasingly becoming the linguistic norm. If this is the case, and demographic reports support this view, there is good reason to ask how might language and literacy instruction support the cognitive, linguistic and social development of healthy, robust, and academically successful translingual students? In this presentation I present theoretical support for translanguaging pedagogy, followed by a description of my TRANSLATE project, and I finish with examples of how translanguaging activity promotes translingual subjectivities.

**Keynote Speaker 3**

Time: 1:00-1:45

***Technically an ELL™: The Production of Raciolinguistic Categories in a Dual Language School***

**Nelson Flores**



Raciolinguistic ideologies co-construct language and race in ways that frame the language practices of racialized communities as inherently deficient. One manifestation of raciolinguistic ideologies imposed on Latinx communities is that they have failed to fully master either English or Spanish. This presentation will examine one raciolinguistic category that has emerged from this discourse—students who are institutionally designated as English Learners (ELs) but who are also positioned by their teachers as more dominant in English than in Spanish. I offer case studies of three students at a dual language school in a segregated primarily Latinx community who fit this linguistic profile. I examine the ways that teachers working with these students struggle to make sense of this seeming contradiction often resorting to deficit perspectives as an explanation. I end with implications of these findings for developing new conceptualizations of the language practices of Latinx students that resist raciolinguistic ideologies.

**Keynote Speaker 4**

Time: 2:55-3:40

***Switching Palabras***

**Giuli Dussias**



A looming belief among educators and parents is that codeswitching (the alternating use of two languages within a single sentence) a sign of linguistic anomaly. Yet, research reveals that bilinguals who habitually engage in codeswitching do not haphazardly switch between languages. From a psycholinguistic perspective, codeswitching bears the hallmark of cross-language activation and represents a research tool to examine how bilinguals systematically (dis)engage two languages. In this talk, I will discuss how through Bilingualism Matters, we have used the research on code-switching to reach out to the public to clarify the role of code-switching as a patterned-governed communicative behavior to which speakers conform, and to explain how codeswitching can be an important tool in the advancement of the scientific study of language and the brain.

*Keynote Speaker 1 (8:50-9:20)*  
*Towards a Better Scientific and Public Understanding of Bilingualism,*  
**Antonella Sorace**

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**Breakout Session 1 a & b (9:30-10:20): Workshops**

**Art: A Powerful Catalyst for Communication and Language Development, Minuette Floyd (Room 1)**

In this hands-on workshop, participants will engage in exercises that encourage conversations about works of art. Questioning strategies will be used to build vocabulary and to articulate ideas. Through a non-threatening format, participants will create a fun work of art that tells a story.

**Why does SC Need a Bilingual Workforce, Ruta Couet (Room2)**

Foreign-affiliated companies employ more than 131,900 South Carolinians in more than 1,200 international firms. What skills do SC graduates need to remain competitive in a global economy? What level of language proficiency is required in today's workforce? What role can we play in advocating for longer language program offerings?

**Incorporating Literacy Strategies in the DLI Classroom, Liza Speece & Jennifer Hood (Room5)**

Need to integrate more literacy into your DLI curriculum? Drawing from a wealth of experience as immersion teacher and instructional coach, this workshop provides the opportunity for you to create and practice strategies that will help grow students' language and literacy in the L2.

**Working Out the Kinks: Utilizing a Collaborative Partnership with Literacy Experts Within Your Building, Mary Domenech & Rebecca Mills (Room6)**

This session is designed to show how one immersion program utilizes the partnership with the literacy expert to immerse students in language. By peaking curiosity, exploring various cultures, and connecting literacy experiences, we empower learners to make textual and authentic connections to build bi-literacy. We will share classroom strategies and activities designed through our coaching partnership.

**Breakout Session 1 a & b (9:30-10:20): Symposium**

**L2 Processing: How Form-Meaning Connections Are Made (Or Not Made) and What To Do About It, Mila Tasseva-Kurktchieva (Room3)**

Processing can be defined as the strategies language learners use to segment incoming language and assign meaning. We hope to inform the audience about how the L1 may affect L2 meaning assignment strategies, and where to target their teaching methods to help learners develop new processing strategies in the L2.

## ***Breakout Session 1 a (9:30-9:55): Presentations***

### **Codeswitching, Dr. James King- invited speaker ( Room3)**

Early work in the area of codeswitching emerged during a time of bilingualism and justification for multilingual communication. Often times, codeswitching was seen as a “mistake” that occurred during the production of “preferred,” more prestigious language varieties. This caused embarrassment for teachers who were “caught out” codeswitching, and they often resorted to covert use of what was often a productive teaching strategy. In a more recent time of translanguaging, codeswitching comes to the table as a productive, effective psycholinguistic strategy within multilingual classrooms as well as other multilingual social occasions. This presentation attempts to sort out the complexities regarding the history and the current use of codeswitching.

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### **Building Classroom Spaces for Multilingual Voices: Responses to Literature, Sally Brown (Room4)**

This presentation focuses on using the digital tool, FlipGrid, as a space for young multilingual learners to respond to books. Elements of student agency and voice are showcased. In addition, practical considerations for implementation are discussed in order to honor the literate identities of students learning English as a new language.

### **Read Aloud Technology, Frank Bowdoin ( Room7)**

kämp'rə'hend multilingual digital books are not like any ebook you've ever seen. Readers can toggle back and forth between English and nine other languages including Spanish and Chinese. Narrated by native speakers, the audio and word highlighting can be slowed down or sped up to support all language learners. Books include reading and STEM comprehension quizzes, as well as teaching activities. Need materials for your school to teach students in your language program? Come and learn about our products.

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## ***Breakout Session 1 b (9:55-10:20): Presentations***

### **Embracing and raising culturally and linguistically diverse learners in Chinese immersion program through translanguaging, Wenyu Guo (Room3)**

This session provides an in-depth understanding of the language practices of two Chinese immersion classrooms in a Columbia local elementary. The one-year study explores how two Chinese teachers make sense of everyday translanguaging practices with their African-American bilinguals in a low-income, working-class, predominantly Southeastern African American school.

### **Literacy Elements in Multilingual Writing, Dr. Lucy Spence (Room 4)**

As educators increasingly use students' multiple languages for writing engagements, it is necessary to analyze such writing to understand the rhetorical strategies used as students draw upon traditions from multiple cultures. Research-based tools for analyzing student writing will uncover the literary elements and rhetorical devices present in students' linguistic repertoires.

EF Tours (Room 7) Missing content

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## **Breakout Session 2 a & b (10:30-11:20): Workshops**

### **French Puppet Shows for Fun and Second Language Acquisition, Jeff & Brigitte Persels (Room1)**

A trio of French-language hand puppet shows for teaching language K-5, each 5-10 minutes long. Performances and discussion of techniques.

### **Developing a Kindergarten Dual-Immersion Program: Lessons from Estonia, Dr. Kara Brown (Room2)**

In this presentation I share lessons learned about the development of dual-language education (DLE) in four Estonian kindergartens. I share insights that are relevant and applicable to the U.S. and S.C. case including the importance of educational continuities, the role of administrator support in creating a distinctive DLE space, and the crucial work to build a DLE network across different institutional levels.

### **Langaging outside the Lines: Translanguaging Pedagogies in English-only Spaces, Dr. Mikel Walker Cole (Room 7)**

This hands-on workshop will help teachers imagine the ways they can utilize their students' multilingual and cross-cultural strengths in an English-only state. A brief introduction to translanguaging pedagogies and explanation of the limits of English-only policies will be followed by thirty minutes of experiences with a variety of translanguaging pedagogies.

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## **Breakout Session 2 a (10:30-10:55): Presentations**

### **Preparing for a Multilingual Reality: Language Ideologies and Practices in Teacher Education, Anuja Sarda (Room3)**

This paper employs critical discourse analysis as a methodology, incorporating Language ideology as a theoretical lens to consider the case of a teacher training program in India. It examines the language ideologies of the teacher training program on multilingual education and studies the transformation of these ideologies into practice.

**Transnational Awareness and Cosmopolitanism: Funds of Knowledge for Children in Immigrant Families, Dr. Cathy Compton-Lilly (Room 4)**

Dr. Compton-Lilly and a team of doctoral students explore how children from immigrant families construct transnational funds of knowledge about the world. We attend to both their awareness of the world and their construction of cosmopolitan stances that recognize the humanity of people.

**Lowering the Affective Filter for Refugee and Newcomer Students through Storytelling, Julia Lynch (Room 5)**

In this conversation, I would like to share my insight to working with Newcomer students from Central America. In 2014, I worked at a short-term care shelter in Texas as Lead Teacher. I learned the art of helping students engage and relax through creating bilingual classes that included storytelling through the content areas.

**El Cambio de Código: Techniques for Supporting Multilingual Students  
Laura Albert (Room 6)**

How do you work with a student who speaks a different language? This session will provide counselors and other educators with techniques, interventions, and best practices to support ESL students in their pursuit of academic and social/emotional development. Resources to educate, address barriers, and provide equitable services will be presented.

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**Breakout Session 2 b (10:55-11:20): Presentations**

**Vernacular Rhymes of India: A Method in Madness, Ayan Mitra (Room3)**

In India, where several regional languages are spoken, Bengali rhymes are used in urban school curriculums along with English rhymes. To expose children to two different languages indicates urgency from a literacy perspective bringing in the idea of a bilingual mode of education, but to what advantage? Let's explore it?

**Immigrant Adolescents' Negotiation of Standardized and Non-Standardized Englishes Across Contexts: Positioning for Literate Success, Patriann Smith (Room 4)**

Multilingualism is often considered as a construct that encompasses standardized languages while dialects are overlooked. This study reinforces the need for identifying immigrant multidialectal students as multilingual by examining the ways in which immigrant adolescents describe their negotiation of non-standardized and standardized Englishes while using literacies to position themselves across contexts.

**Booktalk: Art as a Way of Talking for Emergent Bilingual You, Dr. Berta Rosa Berri (Room 5)**

This book talk features effective artistic practices to improve literacy and language skills for emergent bilinguals in PreK-12 schools. Including insights from key voices from the field, this book highlights how artistic practices can increase proficiency in emergent language learners and students with limited access to academic English.

**Promoting Effective ELL Teaching Techniques through Children's Literature, Mihaela Gazioglu (Room 6)**

Many ESOL teachers are unfamiliar with using children's literature with ELLs. This is an interactive presentation focusing on well-known children's literature excerpts, emphasizing on the beauty and usefulness of its visual representations as a tool to instruct English language learners. Hands-on activities, such as mini-lessons, interactive discussions, sharing of resources and sample activities will be used to support children's literature for teaching ELLs.

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***Keynote Speaker 2 (11:30-12:15)***  
***Promoting Translingual Subjectivities, Robert Jiménez, **WHERE?*****

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**Concurrent Community Session (Workshop, 11:30-12:20)**

**Breaking Barriers for New Words in a New World, Marla Hamilton (Room 1)**

Adapting to a new language and a new culture is SO much more than learning a new word! Through this informative and participatory presentation, we hope participants will gain an appreciation for what parents experience with their young children as they prepare their children for school. During this workshop, we will share information about the Parenting Center of Lexington One and introduce you to a multicultural panel of parents that are currently participating in the program. They will share information about their own struggles, surprises, and successes as they navigate through the process. Discussion will include unique characteristics of individuals' language and cultural norms, and how we can blend them through experience and adaptation. We will also participate in a group activity, that will allow participants to experience a glimpse of what it is like to learn a new cultural experience.

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***Keynote Speaker 3 (1-1:45)***  
***Technically an ELL": The Production of Raciolinguistic Categories in a Dual Language School, Nelson Flores **WHERE?*****

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**Concurrent Community Session (Workshop, 1-1:50)**

**El Tiempo del Cambio, Family Workshops as Borderland Spaces to Transform Language Identities, Christina Valencia Mazzanti & Martha Alexsaht-Snider**

In this session we involve participants to learn about family engagement as way to support bilingual Latino children and families. We focus on a series of family workshops designed to incorporate the wide range of knowledge and languages Latino families draw on to support their children's learning and schooling, to share what we learned while implementing them and offer firsthand experience of the activities in the workshop.

## **Breakout Session 3 a & b (1:55-2:45): Workshops**

### **Strategies for Staying in L2 Grades 3 to 5, Yenobis Amundaray de Galan, María José Sabillón and Alexandra Gutiérrez (Room 6)**

Immersion Spanish teachers share tips, strategies for teaching Math and Science without resorting to English.

### **Dual Language Immersion Panel and Table Top Discussion, Dawn Samples (Room 7)**

Panelists will present information about their roles and the programs they serve and respond to questions that parents, community and school staff and administrators have about bilingual and immersion education. Participants will have time to discuss and connect with others who are offering immersion or who are already being served in immersion.

## ***Breakout Session 3 a (1:55-2:20): Presentations***

### **Process to Success, Wendy Stephens (Room 2)**

The TELL Project provides a research-based framework that describes what effective world language teachers do to cultivate language competence. Participants in this round table session will use the TELL Framework as a springboard to discuss processes that assist with goal setting and the advancement language proficiency in K-16 settings.

### **The Power of Bilingualism: The Benefits of Applying A Two Way Language Immersion Program in Today's Urban Schools, Jamie Elliott (Room 3)**

Can you imagine the numerous opportunities that we can provide our children in urban schools if we introduced to them a foreign language at an earlier age? The rewards would be substantial for the child, home, school, and community.

### **Embracing Bilingual Students' Background Knowledge and Fostering Interactions, Ling Hao (Room 4)**

This presentation aims to inform teachers about the importance of selecting culturally relevant texts that support bilingual students' meaning making. It is hoped that teachers can have a better understanding of how bilingual students use background knowledge to support their reading of particular texts.

## ***Breakout Session 3 a (1:55-2:20): Conversation***

### **Todo se transforma: Perspectives and Strategies for Supporting Bilingual Children, Karem Marin & Cristina Valencia Mazzanti (Room 5)**

In this presentation we draw on our experiences of collaboration as teachers and researchers, focusing on strategies that support students' bilingual skills and identities in a DLI kindergarten. We reflect on the perspectives that help us see children's language use more powerfully and how children support their learning through bilingualism.

### ***Breakout Session 3 b (2:20-2:45): Presentations***

#### **Critical Bilingual Leadership in Monolingual Contexts, Joseph T. Wiemelt, Ed.D. (Room 2)**

This study examines how the daily work of critical bilingual principals must facilitate a transformative vision of schooling that acknowledge inequities that impact emergent bilingual (i.e., racism, linguicism, and monolingual accountability systems) and develops an equity-oriented mission that include the goals of bilingualism, biliteracy, academic achievement, and race-conscious school improvement planning.

#### **PBL and Dual Language Teaching in Early Childhood, Miriannys Velasquez (Room 5)**

Dual language teaching involves active interaction, collaboration, hands-on activities, among others. Project Based Learning (PBL) is a method that promotes authentic experiences which help in the second language learning process. This presentation aims to share ideas and strategies that can be used while incorporating PBL in a dual language classroom.

### ***Breakout Session 3 b (2:20-2:45): Conversations***

#### **Introducing the Seal of Biliteracy in South Carolina: A question of equity in a minimally adequate state, Stephanie Madison Schenck (Room 3)**

The purpose of this conversation is to critically examine the Seal of Biliteracy in South Carolina. It is a matter of equity that this award be available to all students. The solutions are not for me to deliver, but for us, as concerned educators, to discuss and develop together.

#### **Parent Involvement in Emergent Bilinguals' Learning and Development, Danielle Delany (Room 4)**

This conversation will bring together researchers and practitioners, and engage the local community in conversation on emergent bilinguals' learning and development. Specifically, this presentation will review findings from research that sought to understand parents' beliefs and practices in regard to their child's early learning. Following the research findings, experiences from the preschool director and a preschool teacher will be shared, along with an open dialogue with the audience.

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***Keynote Speaker 4 (2:55-3:40)***  
***Switching Palabras***  
**Giuli Dussias**

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**Closing 3:40-4:00**

## USC Bilingualism Matters Committee



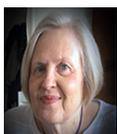
**Eurydice Bauer** is Professor and the John E. Swearingen Chair of Education in the department of Instruction and Teacher Education. She is the director of Bilingualism Matters at USC.



**Yang Wang** is an Assistant Professor at USC. Her research focuses on reading comprehension, reading assessment, English language teaching and learning, and biliteracy.



**Lenny Sánchez** is an Assistant Professor in Language and Literacy Education at USC. His research focuses on examining how literacy teaching and learning can promote awareness of social issues, student empowerment, and teacher and students' critical literacy practices



**Ruta Couet** was the World Languages specialist for the SC Department of Education from 1994-2016. She coordinated the publication of various state standards and language education resource and provided professional development for world language teachers.



**Dawn Samples** is the World Languages and Dual Language Immersion Coordinator for Lexington School District One. She provides professional development and support for the district's world language teachers of multiple languages.



**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.



**Banu Valladares** has an extensive non-profit background in education. A former Spanish and English teacher, Banu returned to her roots of bilingual education in 2017 in the role of executive director of Charlotte Bilingual Preschool.



**Della Thigpen** is the Language Immersion Lead Teacher in Richland School District One in Columbia, SC. She coordinates the district's immersion program which offers Spanish and Chinese options for students beginning in Pre-K. She taught in China, and in a Chinese immersion school in Washington, DC.



**Teresa Turner** served on the Richland One Language Immersion Task Force and later became the Principal of Carver-Lyon where the program opened. Currently, she serves as the Project Director of the Magnet Schools Grant for Richland County School District One which manages both the language immersion magnet as well as the new Career-Magnet programs for the district.



**Lydia Carnesale** is a doctoral candidate at the College of Education at USC.



**Ali Alzughairi** is a doctoral student at the College of Education at USC.

## Conference Vendors



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