

Saturday, April 13, 2019
8:30AM - 3:30PM



The Palouse Language AND Culture Symposium



Promote
cultural diversity



Foster dialogues among
learners, educators, and researchers



Create a bridge between
languages and cultures

Keynote Speaker: Gregory Cunningham, Immigration Director,
Quiroga Law Office, PLLC

Contact: palousesymposium@uidaho.edu

Website: <https://www.uidaho.edu/placs>

Proposal Deadline: Monday, February 25, 2019

University of Idaho



Welcome to the **Palouse Language and Culture Symposium** hosted at the University of Idaho. In our sixth year as a symposium, we bring together a diverse schedule of topics related to culture and language.

We are pleased to have presenters with varied experience and background, who are from a number of regional universities including Washington State University, Gonzaga University, Eastern Washington University, and University of Montana.

The research and practice shared at this symposium represents the heart and desire to foster dialogue between sub-cultures within the U.S., as well as to create bridges between individuals internationally. Our hope is for you to engage with and support each other today and to leave enriched and hopeful for the future.

On behalf of the organizing committee, the volunteers, and the sponsors, we wish you a great 2019 **Palouse Language and Culture Symposium**.

Janine Darragh, Committee Chair, University of Idaho
Katie Schiffelbein, Committee Past Chair, University of Idaho
Tom Salsbury, Faculty Committee Member, Washington State University
Bal Sharma, Faculty Committee Member, University of Idaho
Gina Petrie, Faculty Committee Member, Eastern Washington University
Emilija Jovanovska, Graduate Student Committee Member, University of Idaho
Brian Malone, Graduate Student Committee Member, University of Idaho
Kathryn Pawelko, Graduate Student Committee Member, University of Idaho
Mikayla Sievers, Graduate Student Committee Member, University of Idaho

Gregory Cunningham
Keynote Speaker, 4th Floor Ed Building

**Immigration Law: A Guide for Cultural Sensitivity
During Anxious Times**

Gregory Cunningham's keynote will focus on how there are common themes that run through generally accepted ideas of law and justice, yet immigration law seems to be devoid of them. In general, immigration statutes, as written, make it clear that the government is not held to the same legal standard as in other areas of the law. This raises serious questions about how we see noncitizens—as “the other,” or those who “don't belong”— as well as how we allow ourselves to treat

them, no matter the consequences to ourselves, our communities, and our nation, let alone the consequences to noncitizens themselves. Cunningham's objective is to generate awareness of this legal duality and its impact on noncitizens in particular but also of what this all means in the age of globalization and mass migration.



Keynote Bio and Background

Greg Cunningham has been a Senior Immigration Paralegal at Quiroga Law Office, PLLC, in Spokane Valley, Washington, since 2015. Previously, from 2001 until 2015, he directed the Catholic Charities Spokane Refugee and Immigration Services, which he developed to provide low cost, quality immigration legal services in the region.

He earned his BA in foreign languages from Seattle University in 1985. He earned his MA-TESOL from Eastern Washington University in 2001. His thesis was entitled: "Understanding the 'Talking Paper': An examination of the relationship between the English proficiency of immigrants to the United States and their level of engagement in public life."

Greg's interest in immigration extends to the impact of immigration law and policy on society. He has maintained his connections to the TESOL community and is often asked to address issues of immigration. In 2013, he published "Cutting Off Our Nose to Spite Our Face: The Real Consequences of I-9 Audits Considered through a Case Study of Brewster, Washington" in the *Journal of Hate Studies*.

Although not an attorney, at Catholic Charities, Greg was accredited through the Board of Immigration Appeals to practice administrative immigration law. He received most of his legal training through the Catholic Legal Immigration Network, Inc. He is currently participating in the Washington State Bar Association's Law Clerk program and hopes to pass the bar in 2022 or 2023.

Schedule at a Glance

Registration & Morning Refreshments

4th Floor Foyer, Education Building 8:30 – 8:55AM

KEYNOTE: 9:00-9:45, 4th Floor, Room 441, Education Building

Immigration Law: A Guide for Cultural Sensitivity During Anxious Times

Concurrent Sessions 1: 10:00-10:30

Preparing Teachers for Teaching English as an International Language	Motivation Culture Gap: How Student Motivation Varies Across Cultures	Multimodal Spaces for Digital Translanguaging: Engaging Multilinguals in Interactive Storytelling	Filling Opportunity Gap with MOOCs
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POSTER SESSIONS AND REFRESHMENTS: 10:30-10:55

Concurrent Sessions 2: 11:00-11:30

Establishment of Bilingual Identity through Linguistic Communities of Practice	Exploring WhatsApp Messaging in a Flipped Classroom with Limited Resources	Aging and Language Learning	Grandparents' Beliefs about Their Grandchildren's Play in the Chinese Context
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Concurrent Sessions 2: 11:40-12:10

How Arab English Language Learners Understand, Perform, and Evaluate Paraphrasing	A Comparative Talk on Educational Systems	Collaboration in the Okinawa Summer Language and Culture Program	Emotion Middle: Spanish Middle Voice Construction for Involuntary Actions
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LUNCH 12:15-1:00

Concurrent Sessions 4: 1:10-1:40

Language Socialization: Balkan Graduate Students in Universities on the Palouse	Making and online collaborative writing	Incorporating Cultural Aspects into the Language Classroom	For the Record: Assessing Speaking Performance through Recorded Projects
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Concurrent Sessions 5: 1:50-2:20

Blog as Channels of Professional Development and Academic Optimism	Optimizing Multilinguals' School Experiences: Lessons from an Impoverished Middle School	Stories Bridge Cultural Assets for Pre-service Teachers	Vivacious Vocabulary Activities
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AWARDS CEREMONY & REFRESHMENTS, 4th Floor Foyer, 2:20-2:35

YOU MUST BE PRESENT TO ACCEPT YOUR AWARD

Concurrent Sessions 6: 2:35-3:05

An Ethnography of the Process of Learning Two Languages Simultaneously	Technology Integration in an English as Foreign Language Literature Classroom	Near-peer, cascading mentorship in a student-run ESL program
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Concurrent Sessions 1: 10:00-10:30

ED 442

Preparing Teachers for Teaching English as an International Language

Mikayla Sievers and Bal Krishna Sharma, University of Idaho

Using Bayyurt and Sifakis's (2017) theoretical model of teacher education, this study presents a case of how four pre-service teachers in a teacher education program develop their teaching philosophies and practices to include World Englishes in their curricula, materials, and classroom instruction.

ED 443

Motivation Culture Gap: How Student Motivation Varies Across Cultures

Ashleigh Bright and Brittany Sonnenberg, University of Idaho

What beliefs about motivation might be bound to our cultures of origin? What are effective ways to reach across the culture gap and culture shock to students who might be struggling academically? Emphasizing advising of ESL students, in this workshop we will explore findings and practical applications in recent literature on international student motivation.

ED 242

Multimodal Spaces for Digital Translanguaging: Engaging Multilinguals in Interactive Storytelling

Chioma Ezeab, Washington State University

Translanguaging digitally with interactive storytelling enables multilinguals to use more than one linguistic mode, and storytelling mode, on a platform that supports use of images, text and audio modes of communication. Participants will be led to explore and learn how to use Storyjumper for student translanguaging while telling their stories.

ED 243

Filling Opportunity Gap with MOOCs

Haixia He, Washington State University

The lack of learning resources, such as competent teachers, can create opportunity gaps in some developing areas. Since massive open online courses (MOOCs) are accessible to geographically, culturally, and academically diverse audiences, they can be used to improve equitable access to fill opportunity gaps and enhance learning equity.

Poster Presentations

Education Building, Classroom 441

@ 10:30-10:55

Refreshments, Coffee, & Tea provided

**Pragmatics on the Job:
Workplace Requests &
Career Prospects**

*Andrea Hayes
Gonzaga University*

**The Brain and Its Learning
Process: Application
for the Classroom**

*Michèle Pointel
Gonzaga University*

Notes

Concurrent Sessions 2: 11:00-11:30

ED 442

Establishment of Bilingual Identity through Linguistic Communities of Practice

Kathryn Pawelko, University of Idaho

Qualitative study of 15 multilingual students to identify how specific communities of practice influence the development of academic and linguistic identities within a northwestern university in the U.S. Study findings suggest that intra-group differences related to Mexicano and Chicano identity are mitigated by Spanglish to create a common group identity.

ED 443

Exploring WhatsApp Messaging in a Flipped Classroom with Limited Resources

Jennifer Kurz, Washington State University

Phone messaging apps provide an opportunity for effective flipped classroom language learning in contexts where both time and funding are limited. Inspired by the presenter's service in the Peace Corps, this talk will demonstrate the pedagogical functions of the WhatsApp messaging app and its limitations.

ED 242

Aging and Language Learning

Mary Goodrich, Gonzaga University

Social and affective factors, along with physical and cognitive changes that occur during the normal aging process, can have a significant impact on language acquisition for learners 50+ years old. Learn the strengths and needs of older language learners, and also strategies to maximize your effectiveness with this age group.

ED 243

Grandparents' Beliefs about Their Grandchildren's Play in the Chinese Context

Yue Huang, Washington State University

This mixed-methods research investigates Chinese grandparents' beliefs about their grandchildren's play and factors shaping their play beliefs. Findings show that Chinese grandparents view grandchildren's play positively though they demonstrate different feelings towards different dimensions of play. Chinese cultural values on play and the grandparents' personal experience impact their beliefs largely.

ED 442

How Arab English Language Learners Understand, Perform, and Evaluate Paraphrasing

Intissar Yabia, Washington State University

This case study took place in an intensive English program in the northwest United States. Its aim was to explore how Arab English language learners (AELLs) understand, perform, and evaluate written paraphrasing. The results found that AELLs encounter difficulty in performing paraphrasing because of limited vocabulary, lack of measurable definition and evaluation criteria of paraphrasing.

ED 443

A Comparative Talk on Educational Systems

Yudi Zhu, Farjahan R. Shawon, and Jason Bucknor, University of Idaho

This talk describes and analyzes the educational systems of three countries that have different cultural and historical backgrounds. Emphasis is on the overall structure from K-12, higher education, assessment systems, their ability to meet the workforce needs, and to compare best practices of three countries to that of the United States.

ED 242

Collaboration in the Okinawa Summer Language and Culture Program

Tom Salsbury, Jacob Barrons, and Karen Jennings, Sandra Bancroft-Billings, Jenn Kurz, Anna Karin Roo, and David Martin, Washington State University

The presenters detail their experiences organizing and teaching a two-week intensive language and culture summer program for middle and high school youth from Okinawa, Japan. They focus on organizational and in-class collaborations, and they provide suggestions for attendees interested in developing a similar program.

ED 243

Emotion Middles: Spanish Middle Voice Construction for Involuntary Actions

Janire Sebastian, University of Idaho

This project underlines the relevance of making a distinction between the middle voice and reflexive verbs when teaching Spanish as a second language (SSL), and proposes concrete ways of working with emotion middles in the SSL classroom.

LUNCH

12:15-1:00 5th Floor, Education Building

Menu

Greek Salad

Stuffed Peppers with Herbed Tomato Sauce

Chicken Marsala

Oven Roasted Herbed Potatoes

French Roasted Vegetable Medley

Notes

Concurrent Sessions 4: 1:10-1:40

ED 442

Language Socialization: Balkan Graduate Students in Universities on the Palouse

Mikayla Sievers and Emilija Jovanovska, University of Idaho

Language socialization affects those moving to a new environment where they learn how to linguistically and culturally adapt. This research investigates the academic discourse socialization of international students in the American university settings. We examine methods that people use to socialize into their new environments in this globalized world.

ED 443

Making and Online Collaborative Writing

David Segob, Washington State University

By making combining makerspace in the form of creating an electronic diorama using Lego motors, for example, combined with writing the story for the diorama using an online collaborative tool such as Google Docs, it is hoped that students of English, either as an L1 or L2, can be more engaged and motivated.

ED 242

Incorporating Cultural Aspects into the Language Classroom

Kayo Niimi, Washington State University

The survey on Japanese language education institutions conducted by the Japan Foundation in 2015 revealed that "Interest in Japanese pop culture" has become the most popular reason to study Japanese for learners. This presentation introduces various activities which introduce culture into the language classroom.

ED 243

For the Record: Assessing Speaking Performance through Recorded Projects

Sarah Schroeder, University of Montana

This demonstration will introduce several examples of adaptable audio- and video-recorded project assignments that engage students and target a range of speaking skills, including pronunciation, rhythm, cohesion, and vocabulary. The presenter will also give an overview of user-friendly recording equipment and applications that you can put to you use in your own language classroom.

Concurrent Sessions 5: 1:50-2:20

ED 442

Blog as Channels of Professional Development and Academic Optimism

Yustinus Calvin Gai Mali, Washington State University

This presentation discusses actual examples of how a blog can be navigated as channels of professional development and academic optimism. The discussion should interest those who wish to connect their pedagogical practices to realities beyond the classroom wall and to use the blog as tools to combat online hoaxes and self-pessimism.

ED 443

Optimizing Multilinguals' School Experiences: Lessons from an Impoverished Middle School

Chioma Ezeab, Washington State University

Diversity in classrooms of today is a reality that has come to stay, yet dealing with it could be overwhelming for teachers. Based on a case study of a middle school in Eastern Washington, some befitting practices that could be adapted in other multilingual contexts will be discussed.

ED 242

Stories Bridge Cultural Assets for Pre-service Teachers

A. Suzie Henning, Shelly Shaffer, and Donita Torres, Eastern Washington University

This presentation will describe how faculty teaching an equity course in the teacher preparation program at Eastern Washington University use student stories, young adult literature (Roberts, 2012) and multicultural literature (Gopalakrishnan, 2010; Dietrich & Ralph, 1995) to create a culturally responsive classroom community.

ED 243

Vivacious Vocabulary Activities

Emily Harmon, Washington State University

To truly master a word a student must do more than just memorize its spelling and definition. The activities presented today are designed to introduce students to new words, provide them with multiple exposures, and familiarize them with their usage in fun and exciting ways.

Awards Ceremony & Refreshments: 2:20 – 2:35

Education Building, 4th Floor Foyer

Tea, Coffee, and Cookies

Best Practice-Oriented Presentation Proposal Awards

Best Research-Oriented Presentation Proposal Awards

Concurrent Sessions 6: 2:35-3:05

ED 441

An Ethnography of the Process of Learning Two Languages Simultaneously

Ani Alcocer, University of Idaho

Today's world is increasingly becoming heterogeneous and with this there is a growth in the population of children who are bilingual or simultaneous bilinguals. During this presentation, I will talk about the experiences and struggles growing up in a bilingual and bicultural world and about other research done about this topic.

ED 442

Technology Integration in an English as Foreign Language Literature Classroom

Pruksapan Bantavtook, Washington State University

In the context of a Thai university, limited English proficiency students are expected to analyze literature while they fail to understand language as discourse. Technology should be drawn into the discussion since EFL literature instructors are tackling with both teaching language and literature and a specific behavior of digital students.

ED 443

Near-peer, Cascading Mentorship in a Student-Run ESL Program

James Hunter and Andrea Hayes, Gonzaga University

The presenters will describe Gonzaga's ESL Community Outreach program, a free, student-run ESL program for immigrants and refugees in Spokane, and discuss ways in which near-peer, cascading mentorship has been implemented. They will examine capacity of the mentorship model and post-instructional feedback instruments for developing teacher competence and identity.

Palouse Language and Culture Symposium

Sponsors

Graduate & Professional Student Association
University of Idaho

American Language and Culture Program
University of Idaho

English Department
University of Idaho

Modern Languages and Cultures Department
University of Idaho

Community Members
Anonymous

Honors & Acknowledgements

Gregory Cunningham
Keynote Speaker

Janine Darragh, Emilija Jovanovska, Tom Salsbury,
Bal Sharma, and Mikayla Sievers
Proposal Reviewers

Sodexo, UI Support Services, and UI Dining Services
University of Idaho

Emilija Jovanovska
GPSA Grant Award Recipient

Kalynn Hanley
Website Coordinator

Donations

Would you like to help us keep this event affordable and available to regional and local participants? The Palouse Language & Culture Symposium is accepting donations from individuals, departments, and institutions for the 2020 Symposium.

Checks can be made out to:

UI Bursar – Palouse Language & Culture Symposium

Send to:

ALCP, University of Idaho

875 Perimeter Drive

Moscow, ID, 83843

Or

Leave a check at the Registration Desk

Air Vandal Guest (On-line access): **GoVandals!**

Notes

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