

Saturday, April 8, 2017

8:30AM - 3:30PM

University of Idaho
Education Building



The Palouse Language AND Culture Symposium



Promote
cultural diversity

Foster dialogues between
learners, educators, and researchers

Create a bridge between
languages and cultures

University of Idaho



Welcome to the **Palouse Language and Culture Symposium**, hosted by the MA TESL and the American Language and Culture Program at the University of Idaho.

The field of language learning is by its very nature intercultural. There can be no intercultural dialogue without a better understanding of language, traditions, and cultural norms. Here at the Palouse Symposium we celebrate the work practitioners and researchers contribute to the community to cultivate more peaceful, open-minded, and diverse perspectives and dialogue. We invite students, community members, practitioners, and researchers with all levels of education and experience to share, learn, and discuss our ever-changing world. This variety of experience enriches our discussions with fresh ideas and reliable research. We encourage you to take this opportunity to listen, learn, and engage in promoting a culture of diversity by bridging language and culture.

On behalf of the organizing committee and the various sponsors, we wish you a great 2017 **Palouse Language and Culture Symposium**.

Katie Schiffelbein, Committee Chair
Caroline Payant, Past Committee Chair
Janine Darragh, Faculty Committee Member
Bal Sharma, Faculty Committee Member
Shiao-Wei Chu, Faculty Committee Member
Tenzin Dulal, Graduate Student Committee Member
Lorrae Fox, Graduate Student Committee Member
Brian Malone, Graduate Student Committee Member

Revitalization Pedagogy: Teaching and Learning Threatened Indigenous Languages

Anne Marie Guerrettaz, Ph.D.

Keynote Speaker, 4th Floor Ed Building

The majority of Native languages worldwide are expected to die out this century, due to the historical marginalization of Indigenous peoples and to other sociopolitical forces such as globalization. This unprecedented loss of nearly half of the world's languages is one of the most urgent concerns in the field of linguistics and has been described by Native scholars as a grave cultural crisis. Language revitalization efforts seek to protect and support these threatened languages and those who speak them.



A critical dimension of these efforts is a phenomenon described here as Indigenous Language Revitalization Pedagogy. This refers to teachers' and students' classroom-based efforts to maintain and promote threatened Native languages through the teaching and learning of these tongues. Dr. Guerrettaz presents data from the case of Yucatec Maya, an Indigenous language of Southeast Mexico, drawing on seven years of ethnographic research and work with over 200 Mexican teachers in Maya communities.

This presentation on Indigenous Language Revitalization Pedagogy includes practical and theoretical implications for Yucatec Maya and other endangered languages. These topics are also of great local concern since dozens of Native communities in the Northwest of the U.S. are affected by language loss.

See Dr. Guerrettaz's bio on the next page...

Bio: Dr. Anne Marie Guerrettaz is an educational linguist and assistant professor in the Department of Teaching and Learning at Washington State University. One of her primary areas of expertise is Indigenous language revitalization. Over the past eight years, she has spent 18 months conducting ethnographic studies of Yucatec Maya language teaching in Mexico. Dr. Guerrettaz's second area of research focuses on language teaching materials such as textbooks and the ways they are used in classroom interactions by teachers and language learners.

Dr. Guerrettaz speaks Spanish, French, English, and Yucatec Maya and her teaching has focused on language pedagogy, classroom discourse, and linguistic diversity. Dr. Guerrettaz is co-founder of MUSE International, a research consortium comprised of language education scholars and practitioners who are interested in the impacts of language teaching materials on language classrooms.

Through her research, Dr. Guerrettaz aims to improve the essential tools of language teaching—instructional materials—and to support speakers of embattled minority languages in the U.S., Mexico, and beyond.

Schedule at a Glance

Registration & Morning Refreshments 4 th Floor Foyer, Education Building 8:45 – 9:15			
Keynote: 9:15-9:45, 4th Floor, Room 441, Education Building			
Anne Marie Guerrettaz, Ph.D., Washington State University <i>Revitalization Pedagogy: Teaching and Learning Threatened Indigenous Languages</i>			
Concurrent Sessions 1: 10:00-10:30			
Entering the Academy: Using Corpus Analysis to Teach Near-Synonymy	Native Language Immersion: A Study of Policy in Washington State and Montana	Augmented Reality (AR) in ESOL Classrooms	Teaching Young Adult Literature about the Refugee Experience
Poster Sessions and Coffee & Light Snacks: 10:30-10:55			
Concurrent Sessions 2: 11:00-11:30			
Learning from a Mathematics Lesson Taught in Bengla	Ready to Study Abroad? An A Priori Investigation of Acculturation	Culture, Art and VTS in the Foreign Language Classroom	Using Card Games to Help EFL/ESL Students Learn Phrasal Verbs
Concurrent Sessions 3: 11:40-12:10			
Literacy Of The Land/Alphabet Of The People	Comparing Perspectives to Practices: Communicative Language Teaching in Ukraine	A Framework for ESL Only First Year Composition Course	How Teaching American Coffee Culture Can Help ESL Students Learn
LUNCH 12:15-1:00			
Concurrent Sessions 4: 1:10-1:40			
Students' Perceptions on Using L1/L2 in the Multilingual ESL Classroom	Counseling Middle School English Language Learners: Leadership, Social Justice, Efficacy	QR Code Pirate Treasure	Assessment Through Audio Recording: Materials for a TBLT Speaking Unit
Concurrent Sessions 5: 1:50-2:20			
First-year Undergraduate Students' Attitudes of Heterosexism and Christian Privilege	Can you accept Katakana English as English?	Creating a Virtual Immersive Environment (VIE) Lab	Revitalization Pedagogy: Q&A with Dr. Guerrettaz
Afternoon Refreshments, 4th Floor Foyer, 2:20-2:35			
Concurrent Sessions 6: 2:35-3:05			
Multilingual Composition Classrooms: Teaching Students' Writing Topic Expectations	Exploring Learners' Attitudes Towards Tasks: Technology-Mediated Tasks	Usage-Based Pedagogy In The Elementary L2 Classroom	Sharing is Caring: Finding, Remixing, and Sharing Open Educational Resources

Entering The Academy: Using Corpus Analysis to Teach Near-Synonymy

Lorrae Fox, Department of English, University of Idaho

Target Audience: Adult Education - Community College

ED

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Choosing the most appropriate words to use in academic writing can be challenging, especially in the case of near-synonyms. This presentation offers findings from a preliminary study showing how corpora use can be beneficial for non-native speakers to make lexicogrammatical decisions through authentic language data analysis, and gives pedagogical implications.

Native Language Immersion: A Study of Policy in Washington State and Montana

Faith DeLay, Department of English, Washington State University

Target Audience: K-12, Language Policy

ED

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I explore Native American language education policy in Washington State and Montana. Drawing on Freire's Pedagogy of the Oppressed, Paris' theory of Culturally-Sustaining Pedagogy, and inherent tribal sovereignty, I argue that language policy must be culturally relevant and sustaining but ultimately, grown and developed from within the populations it affects.

Augmented Reality (AR) in ESOL Classrooms

Reima Abobaker, College of Education, Washington State University

Target Audience: Intensive English Programs

ED

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Augmented reality (AR) involves combining real-time 3D computer-generated models into the surrounding environment, creating a powerful learning experience. Attendees will learn to create their own AR activities and will leave with useful resources for lesson development.

Teaching Young Adult Literature about the Refugee Experience

Janine Darragh, College of Education, University of Idaho

Target Audience: K-12

ED

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This presentation will share Young Adult texts that portray the refugee experience. Participants will leave the session with a recommended book list, ideas for classroom implementation, and other available resources for immediate classroom use.

Poster Presentations

4th Floor Foyer, Education Building

@ 10:30-10:55

Snacks, Coffee, & Tea provided

Motivating EFL Students through
Learning Activities

Julie Wakeman

Spanish for the Professions:
Skill Acquisition and Successful Outcomes
through a Global Approach to Teaching

Marta Boris Tarre & Lori Celaya

Communicating Authority:
Teacher Authority and Students'
Perceptions

Sarah Griffith & Laila Alanazi

Music In The L2 Classroom:
Why And How

Gracie Fortbun

Immigrant Experience in Children's Literature:
Books Bridging Borders

Teresa Million

Learning from a Mathematics Lesson Taught in Bengla

Anne Adams & Farjahan Sahwon, College of Education,
University of Idaho

Target Audience: Teacher Preparation

ED

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This study examined the impact on native English speaking elementary preservice teachers of participation in a simulated mathematics lesson taught in Bengla. Written reflections on the experience and pre- and post-mathematics lesson plan supports for English language learners were collected from participants and analyzed.

Ready to Study Abroad? An A Priori Investigation of Acculturation

Dustin Van Orman, College of Education, Washington State University

Target Audience: Intensive English Programs

ED

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This study sought to examine how students from a Sino-US High School in China perceived their coming adjustment to American university life. Results indicate students have (1) insecurities about the linguistic, social, psychological issues they will have and (2) large differences between perceived similarity to American and Chinese cultural ideals.

Culture, Art and VTS in the Foreign Language Classroom

Amanda Hussein, Washington State University

Target Audience: K-12

ED

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The purpose of this presentation is to give educators tips on how they can get students to speak up simultaneously as they incorporate culture and art in the classroom. The technique to be presented will be: VTS or Visual Thinking Strategies.

Using Card Games to Help EFL/ESL Students Learn Phrasal Verbs

Tenzin Dulal, College of Education, University of Idaho

Target Audience: Adult Education - Community College, Intensive English Programs

ED

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Phrasal verbs are one of the most challenging parts of lexicogrammar for L2 English learners. This session offers three fun, engaging, and motivating card game activities to help students learn, practice and retain the correct use of phrasal verbs. Attendees will also receive ready to implement materials.

Literacy Of The Land/Alphabet Of The People

Deanna Gilmore, College of Education, University of Idaho

Target Audience: K-12, Pre-Service and In-Service teachers

ED

This will be a PowerPoint presentation presenting the history of Native American Education in the United States. It will also include an interactive Reader's Theatre and discussion of culturally congruent teaching practices.

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Comparing Perspectives to Practices: Communicative Language Teaching in Ukraine

Andrea Mason & Caroline Payant, Department of English, University of Idaho

Target Audience: EFL Teaching & Classrooms

ED

Ukraine recently adopted a national EFL curriculum based on communicative language teaching. This study extends research in this context by examining and comparing Ukrainian teachers' perspectives to their practices. Results reveal ongoing tensions between theory and practice. Strategies for implementing communicative teaching in similar emerging environments will be discussed.

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How Teaching American Coffee Culture Can Help ESL Students Learn

Heather Kaschmitter, Gonzaga University

Target Audience: Adult Education, Community College

ED

It has been said that America lacks a culture of its own. On the contrary, examining the way Americans "do" coffee can yield interesting insights and provide classroom discussions surrounding both culture and language. How have Americans both embraced and changed Middle Eastern coffee rituals and made them their own?

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A Framework for ESL Only First Year Composition Course

Shiao-Wei Chu & Yukiho Yamaguchi, American Language and Culture Program, University of Idaho

Target Audience: Intensive English Programs, Composition and Rhetoric

A framework of first-year ESL composition courses accumulated based off the experiences from current English composition instructors and the curriculum of the American Language and Culture Program will be shared. During the presentation, participants will also discuss the current issues and suggestions on implementing the ESL only composition courses.

ED

430

Lunch & Awards Ceremony

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

Menu

Marinated Chicken

Sautéed Peppers and Onions

Warm Flour Tortillas

Homemade Tortilla Chips

Assorted Salsa, Pico, Verde Salsa

Shredded Lettuce & Cheese

Rice and Black Beans

Awards

Best Presentation Proposal by a Graduate Student

Best Practice-Oriented Presentation Proposal by a Practitioner

Best Research-Oriented Presentation Proposal by a Practitioner

Honorarium

Students' Perceptions on Using L1/L2 in the Multilingual ESL Classroom

Margaret Diehl, Gonzaga University

Target Audience: Adult Education, Community College, Intensive English

ED
441

The researcher will discuss the findings from a research project that investigates the effect of L1 use in a multilingual classroom. By looking at the emotional response to L1 use, the researcher explores the implications of L1 use on the classroom culture and learning atmosphere.

Counseling Middle School English Language Learners: Leadership, Social Justice, Efficacy

Tom Salsbury & Susan Jensen, College of Education, Washington State University

Target Audience: K-12

ED
442

Interview data from ELL teachers, school counselors, general education teachers, ELL youth and their parents suggest that leadership, social justice and faculty/student efficacy are important contributors to language and social/emotional development of ELL youth in US middle schools. The role of SES, mentorship, advocacy and equity are discussed.

QR Code Pirate Treasure

Ali Asiri, Gonzaga University

Target Audience: Adult Education, Community College, Intensive English

ED
443

The QR Code Treasure Hunt is a fun way to actively engage beginning-level students in use of vocabulary, language functions, and interaction skills as they search for hidden treasure.

Assessment Through Audio Recording: Materials for a TBLT Speaking Unit

Allison Risseuw & Brian Malone, Department of English, University of Idaho

Target Audience: Intensive English Programs

ED
430

This presentation reviews a lesson plan and materials based on theory related to incorporating self, peer, and instructor evaluation to engage students in the successful completion of TBLT speaking tasks. The presenters demonstrate the use of audio recording technology as a tool to allow students to take on these roles.

Concurrent Sessions 5: 1:50-2:20

First-year Undergraduate Students' Attitudes of Heterosexism and Christian Privilege

Shannon McGowan, Department of Modern Languages and Culture,
University of Idaho

Target audience: K-12, Adult Education, Community College

ED

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Critical thinking of "alternate facts" and the implicit biases they carry is imperative today. Research on a diversity course designed around analyzing privilege showed how students' attitudes of social issues (such as sexual orientation and religion) changed. This presentation discusses these findings and ways to increase critical thinking in the classroom.

Can you accept Katakana English as English?

Megumi Nishimori, Gonzaga University

Target Audience: Adult Education, Community College

ED

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Some basic structures of Japanese language system and describe different structures between Japanese language system and English system. The paper will also show the percentage of teachers who are teaching at a school in Japan have experienced learning English outside Japan or traveling to English-speaking countries. Using data from Japanese English learners, I investigate whether or not Katakana English can be counted among a host of other multilingual linguistic. Contributions in this new age of World English.

Creating a Virtual Immersive Environment (VIE) Lab

Seyed Abdollah Shahrokni, Department of English, Washington State University

Target Audience: K-12, Adult Education, Community College, IEP

ED

443

This presentation will elaborate on the design process of a Virtual Immersive Environment (VIE) lab. Such an environment can potentially enhance the learning process in a variety of disciplines including second language learning.

Revitalizing Pedagogy: Question & Answer

Anne Marie Guerrettaz, Keynote Speaker, Washington State University

Target Audience: K-12, Adult Education, Community College, IEP

ED

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Revisit the keynote presentation with Dr. Guerrettaz for a question and answer discussion.

Mid-Afternoon Refreshments: 2:20 – 2:35

Education Building, 4th Floor, Foyer

Tea & Coffee

Mexican Wedding Cookies

Multilingual Composition Classrooms: Teaching Students' Writing Topic Expectations

Tomie Gowdy-Burke, Department of English, Washington State University

Target Audience: Composition and Rhetoric

ED

This presentation analyzes results of a year-long qualitative study of students' writing topic expectations in multilingual, first-year composition courses, how the results were applied to create a curriculum to build students' knowledge of their major, and the challenges educators faced when attempting to disrupt entrenched patterns of power and privilege.

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Exploring Learners' Attitudes Towards Tasks: Technology-Mediated Tasks

Rachel Bright & Caroline Payant, Department of English, University of Idaho

Target Audience: Adult Education, Intensive English Programs

ED

This presentation discusses research conducted about students' attitudes regarding Computer Assisted Language Learning (CALL) and their preference for CALL or paper-based classroom tasks. Pedagogical implications will be discussed and tips on the development and implementation of CALL-based tasks will be shared.

442

Sharing is Caring: Finding, Remixing, and Sharing Open Educational Resources

David Herman & AiChia Chang, Department of Foreign Languages and Cultures, Washington State University

Target Audience: K-12, Adult Education, Intensive English Programs

ED

443

Open Educational Resources (OERs) are the latest trend in digital resource development providing teachers with free, adaptable teaching materials to support student learning. Join this presentation to learn the basics of OERs, where to find them, how to remix or modify them for your specific needs, and how to re-share.

Usage-Based Pedagogy In The Elementary L2 Classroom

Kurt Queller, Department of Modern Languages & Culture, University of Idaho

Target Audience: Foreign Language Teachers

ED

German poses distinctive challenges for L2 learners. This presentation shows how usage-based methods can help them master the complexities of noun gender, prepositional case governance, and the use of command forms, as they learn the sorts of situationally useful.

430

Notes

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Palouse Language and Culture Symposium

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Dr. Caroline Payant
Founder, Palouse Language & Culture Symposium

Honors & Acknowledgements

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Washington State University

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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 2018 Symposium.

Checks can be made out to:

UI Bursar – Palouse Language & Culture Symposium

Send to:

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Or

Leave a check at the Registration Desk

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