

ELS

Educational Linguistics Symposium

Sunday, March 25, 2012

Hilton Boston Back Bay • Boston, MA

Sponsored by



Educational Linguistics Symposium

Sponsored by Springer

Alternatives and Innovation in Applied Linguistics

Opening Remarks (9:15-9:30)

Francis M. Hult

University of Texas at San Antonio

Opening Keynote (9:30-10:00)

From Monolingualism to Multilingualism and Back Again?

Sinfree Makoni

Pennsylvania State University

Assumptions about the existence of languages and multilingualism have to be systematically questioned. From a perspective which takes for granted notions about languages and multilingualism, multilingualism is indomitably a good thing and monolingualism a social and linguistic practice which has to be replaced by multilingualism. In this presentation, I argue that the critique of monolingualism and assumptions about the social utility of multilingualism are inadequate; they need to be replaced by a framework which places significance on a creative, imaginative monolingualism.

Presentation Group 1 (10:05-10:45)

10:05-10:25

Disagreement in English as a Lingua Franca of Practice in China

Diana Boxer

University of Florida

Weihua Zhu

University of Wisconsin

Summary: We examine expressions of disagreement among speakers of EFL at English Corners in China. Deriving from qualitative and quantitative methods, results show that the frequency of strong/weak disagreement correlated only marginally with the variable of age. This indicates changes in Chinese traditional values, with important implications for Educational Linguistics in China.

10:25:10:45

Tell me a Story: Developing Narrative and Agency through Analysis of Life Stories

Simon Coffey

King's College London

Summary: I ask my modern languages trainee teachers to write their own language learning autobiography and then to analyse these. This both develops their own self-awareness as learners and affords them, as future educators, a broader conception of the literacy and autobiographical landscapes that they are confronted with in the classroom.

Coffee Break (10:45-11:20)

Presentation Group 2 (11:20-12:00)

11:20-11:40

Critical Reflections on a Professional Licensure Test Review Panel: An Analysis of Participation, Consequences, and Policy

Ellen Rintell

Salem State University

Summary: I present my self-study on participation as a member of a panel called by a state education department to investigate racial and linguistic pass-rate gaps on teacher licensure test scores. As a teacher educator, I present critical questions that emerged during the process with direct implications for implementing socially-just policies.

11:40-12:00

From Linguistic Competence to Linguistic Capital: Language Learning as an Economic Activity

Hyunjung Shin

University of Saskatchewan

Summary: Drawing from a 2.4-year sociolinguistic ethnography on language learning experiences of four Korean early study abroad students in multilingual high schools in Toronto, this paper examines language learning as an economic activity shaped through encounters with the transnational language education industry in the globalized new economy.

Short Break (12:00-12:05)

Presentation Group 3 (12:05-12:45)

12:05-12:25

Redesigning Communication Practices in Introductory FL Classrooms through Multiliteracies of Heuristic Literary Mini-genres

Ekaterina (Katya) Ites

University of Massachusetts, Amherst

Summary: Heuristic texts of literary mini-genres creatively reused across intergenerational discourses in Russian global community are powerful symbolic resources that broaden the basis for integrating language-content-culture and advancing multiliteracy skills in introductory FL Russian classrooms. Three mini-genre interventions advanced learning in a STARTALK program by affording for symbolically-rich forms of interaction-performance.

12:25-12:45

The Political Economy of Language Education in Mexico: English for Public Primary Schools

Peter Sayer

University of Texas at San Antonio

Summary: Mexico has recently implemented a new national curriculum for teaching English in public elementary schools. The program represents a major shift in the political economy of language education. The author reports on the challenges of the program from the perspective of the teachers involved including questions of language ideologies and pedagogy.

12:45-1:05

EXPERIMENTAL SPACE I

Lunch and Optional Meetings (1:05-2:30)



Afternoon Keynote (2:30-3:00)

Some Questions for Educational Linguistics: Time, Trust, Tasks, Tests

Mary McGroarty

Northern Arizona University

In this presentation I consider four areas consequential for a genuinely educational linguistics: time in all its dimensions, not only hours within a syllabus; trust, the web of relationships that sustains confidence in educators' ability to serve learners; tasks, the activity types that constitute learning; and tests, the measures used to check and evaluate learning. All deserve further interdisciplinary research to inform practice and policy.

Presentation Group 4 (3:05-3:45)

3:05-3:25

Because cars reflect national characteristics, don't they?": The Contribution of Stereotyping Humor to Nationalist Ideology and Why It Matters for Students in a Globalized World.

Bryan Meadows

Fairleigh Dickinson University

Summary: This study critically analyzes an intertextual series surrounding a controversial BBC television episode in order to discern the role of nationalist stereotyping humor to perpetuate nationalist ideology. The study findings can be used in language classrooms to cultivate a linguistic sensitivity to how we organize one another in an increasingly globalized world.

3:25-3:45

Does Linguistics Matter?: Benefits for Developmental Skills Community College Students

Susan L. Price, Christine M. Jacknick, and Maureen T. Matarese

Borough of Manhattan Community College – CUNY

Summary: Using focus group data, this presentation, which draws on a larger, on-going, mixed-methods study, examines linguistically diverse community college students' experiences learning about (socio)linguistics, including student expectations, satisfaction, and "take-aways." This project highlights how (socio)linguistic knowledge enriches language and literacy development and supports students' heritage language and culture.

3:45-4:05

EXPERIMENTAL SPACE II

Coffee Break (4:05-4:20)

Presentation Group 5 (4:25-5:05)

4:25-4:45

Minding the Policy Gaps- A Teacher Educator's Self Study on Steps to Address Tensions in Assessing "Needs"

Theresa Austin

University of Massachusetts, Amherst

Summary: I co-construct with teachers a critical interpretive perspective for interdisciplinary assessment. My reflections are presented on the assessment policies teachers and I identify for assessing language and literacy needs across content. Data sources analyzed include class transcripts and our written reflections.

4:45-5:05

Symbolic Policy and Classroom Practices

Tracey Costley

King's College London

Summary: Drawing from classroom data collected through case study research this paper explores the ways in which local professional discourses interact with institutional and government policy to configure curriculum arrangements and classroom pedagogy. The paper focuses on how, through these discourses the literacy learning needs of students from linguistic minority backgrounds were conceptualised and enacted.

Closing Keynote (5:10-5:40)

What Counts as Language and Communication Competence in Ethnolinguistically Diverse Classrooms?

Constant Leung

King's College London

The conceptual distinction between everyday language and academic language has been well articulated in second language education literature. Some of this work has filtered through to curriculum frameworks and pedagogic guidance. I will discuss the educational usefulness of this distinction with reference to theory and data in Educational Linguistics.

Adjourning the Symposium (5:40-6:00)

Symposium Sponsor

Springer publishes the Educational Linguistics book series (<http://www.springer.com/series/5894>). It is also the publisher of the *Encyclopedia of Language and Education*, *Language Policy* journal, and *Multilingual Education* journal, along with numerous other titles in language and education. For more information, visit: <http://www.springer.com/education+%26+language?SGWID=0-40406-0-0-0>

