

## AGENDA/SCHEDULE

### Welcome & Introduction

March 05, 2022, 09:00 AM - 09:15 AM EST (-05:00) Dr. Usree Bhattacharya with JoLLE

### **Teaching for Intercultural Citizenship: Implications for Students, Teachers, and Society (Keynote Speech)**

Global events such as the current COVID-19 pandemic shed light on inequalities that exist locally and globally. Our students live in a world in which they need to be able to address complex problems with people from linguistic and cultural backgrounds that are different from their own. In this presentation, we explore the role of language education in developing the knowledge, skills, and attitudes required to engage in intercultural dialogue.

Saturday, March 5 9:20 -10:20 AM EST (-05:00) Dr. Manuela Wagner with Olumide Ajayi

## BREAK OUT SESSIONS 1

### **Literacy and Loneliness: Cruel Optimism in Era of Networked Neoliberalism**

In this presentation, attendees will be invited to discuss the political and pedagogical openings of three prevailing “images” of loneliness that circulate in literacy scholarship and the 21st century cultural zeitgeist. The goal is to invite literacy educators to reckon more seriously with loneliness; that is, their own loneliness, that of their students, and the collective loneliness that seems somehow to pervade the human condition.

Saturday, March 5 10:30 -11:00 AM EST (-05:00) William Wright, University of Georgia

### **Voicing The Global South: Translanguaging For Social Justice**

In this presentation, presenters introduce the basic tenets of translanguaging as a theory and a classroom pedagogy. Presenters will conduct a short explanatory lecture followed by two hands-on group activities. In the first activity, attendants will work in groups in an Independent-JPA (Joint Productive Activity) to list advantages and shortcomings of translanguaging classroom pedagogies in a T-chart, which they will then share with the audience. In the second activity, monolingual and multilingual attendants will be grouped to analyze invisible elements of each other's cultures (deep culture) as they attempt to build a micro-dictionary of untranslatable words.

**Saturday, March 5 10:30 -11:00 AM EST (-05:00) Jean Costa Silva and Devon Fischer, University of Georgia**

### **BREAKOUT SESSIONS 2**

### **Understanding Challenges and Complex Compoundedness of AAC Speakers of Color**

Approximately 97 million people in the world rely on the use of Augmentative and Alternative Communication (AAC) devices for communication. Despite a majority of them speak languages other than English at home, the device and the field of AAC has yet to engage with the issues of bilingualism and racism. Using Intersectionality theory, the presenter reviewed studies to highlight the systemic challenges of AAC speakers of culturally and linguistically diverse population in navigating the device.

**Saturday, March 5 11:05 -11:35 AM EST (-05:00) Wisnu Pradana, University of Georgia**

### **Understanding Multilingualism through the 'Tongues' of Transnational Asian Teacher Educators**

Drawing on the theoretical framework of language ideologies, the presenter offer the possibility of using the linguistic knowledge and experiences of immigrant/transnational teacher educators that could provide criticality and depth in the scholarship of teacher education and multilingualism. Through this paper, the presenter will problematize notions about 'standard' and 'dominant' languages in the complex sociopolitical context of the US and discuss how the current understandings and implementation of multilingualism is perpetuating cultural erasures.

**Saturday, March 5 11:05 -11:35 AM EST (-05:00) Anuja Sarda, University of Georgia**

### **BREAKOUT SESSIONS 3**

### **Medical Advocacy through Eye-Tracking Augmentative and Alternative Communication: Implications for Inclusive Research in Language and Literacy Studies**

This presentation elucidates implications for inclusive research in language and literacy studies by examining medical communication and advocacy through eye-tracking augmentative and alternative communication (AAC) devices. Focusing on the medical communication of a five-year-old child with Rett syndrome, a rare neurological disorder, the session will highlight the importance of centering inclusion and humanizing dialogue in the classroom.

**Saturday, March 5 11:45 -12:15 AM EST (-05:00) Usree Bhattacharya, Wisnu Pradana and Xing Wei, University of Georgia**

### **Takot Siya Eh!: A Lexicographic Analysis on the Tagalog Concept of 'Takot'**

Takot is a social emotion that is felt as a result of interacting with others or oneself. This emotion is usually felt when something harmful happened and has been done to the experiencer of the emotion, and the cause of the harmful act becomes the target of the emotion takot. The assessment of the action as harmful and negative is based on the experiences, cultural and social context of the person who feels the emotion. This study aims to look into the emotion takot by providing the explication of the said emotion.

**Saturday, March 5 11:45 -12:15 AM EST(-05:00) Princess Valerie A. Reyes, Polytechnic University of the Philippines**

**LUNCH BREAK 12:15 -1:15 PM EST**

### **PANEL PRESENTATIONS**

### **Cultivating Intercultural Citizenship through the Windows and Mirrors of Literature Books**

This panel discusses emergent bilingual children learning the Chinese language and culture and building intercultural citizenship through Chinese children's literature books. The panel includes a content analysis of Chinese literature books available at a bilingual immersion school setting, a qualitative case study of examining early childhood Chinese American children's responses to global literature regarding their culture and intercultural citizenship, and an action research of a fourth-grade language immersion homeroom teacher integrating language, math, and science.

**Saturday, March 5 1:15 -2:05 PM EST(-05:00) Yang Wang, Shuang Du, Ling Hao, Coco Li and Jingru Wang, University of South Carolina**

## **PLANNING WITH PURPOSE: A Workshop for New College Teachers and Instructors**

Presenters will share practical ideas that are soundly grounded in the research and pedagogical practices of the National Writing Project (the 1970s), Rudine Sims-Bishops (1980s), the work of Ibrahim X. Kendi (2019), Gholdy Muhammad (2020) as well as insight from more recent publications by Liz Kleinrock (2021) and Marcus Croom (2021). The presentations are designed to support graduate students hired to teach courses in freshman rhetoric and communications programs generally required of students seeking post-secondary education in two and four-year colleges.

**Saturday, March 5 1:15 -2:05 PM EST (-05:00) Anna J. Small Roseboro, Jose Cano and Glenda Funk, (Teaching English Language Arts, Retired from Idaho State University, Texas Christian University)**

### **Round Table Sessions (Table 1) March 5 2:10 -3:00 PM EST (-05:00)**

**Jennifer Ervin, Madison Gannon, Shuang Fu**

**Jennifer Ervin and Madison Gannon:** Stories of Subversion: Navigating Conversations on Race in Georgia Schools

**Shuang Fu:** “Open Up a New Wrinkle”: Loving and Critical Conversations with EL Teachers

**Graduate Students Mentoring Session with Dr. Wagner & Dr. Golubeva March 5 3:30 - 4:30 PM EST (-05:00)**

### **Round Table Session (Table 2) March 5 5:00 - 6:00 PM EST (-05:00)**

**Maira Serikkyzy, Elizabeth Dubberly, Jillian Kneeland**

--**Maira Serikkyzy:** Supporting SIFE students in ESL classroom by raising awareness on trauma-informed teaching

--**Elizabeth Dubberly:** Nuestro Capital: Assessing Value in Spanish-English DLI programs

--**Jillian Kneeland:** Identity, Place, and Perspective: Teaching Transnational Young Adult Fiction

**Sunday March 6th**

**Round Table 3**  
**March 6 9:00am - 10:15am PM EST(-05:00)**

**Xing Wei, Bukunmi Ogunsola, Chloe Morris**

--**Xing Wei:** Exploring new approaches to language and literacy instruction for individuals with developmental disabilities

--**Bukunmi Ogunsola:** Remix ensemble as Literacy objects

--**Chloe Morris:** NO GIRLS ALLOWED!: Pre-Service Teacher Selections of Children's Literature

**Intercultural Citizenship Education: Preparing University Students for Life and Work in Culturally Diverse Societies**

Intercultural (or global) citizenship is frequently claimed as a goal of internationalization of Higher Education and the main outcome of participation in study abroad programs. However, the impact of study abroad on students' civic growth is quite debatable. Moreover, recent empirical data have shown that there is little relation between 'feeling a citizen' of a transnational community and 'being actively engaged' in this community. In this presentation, Dr. Golubeva will discuss both theory and practice of intercultural citizenship education; present the results of a campus-wide survey on students' perceptions of intercultural citizenship (work in progress); and provide some examples from recent virtual projects.

**Sunday, March 6 10: 30AM -11:30 AM EST (-05:00) Dr. Irina Golubeva (Closing Keynote)**

**Summary**

Language and Literacy Through Intercultural Citizenship Education

**The 2022 JoLLE Winter Conference**

Last year, the systematic targeting of minority groups at a time the world was reeling from the effects of COVID-19 prompted a need for solidarity, empowerment, and accountability within our educational community. In reaction to the sociopolitical challenges of 2020, the JoLLE 2021 conference was a forward-thinking response to the fear and tension palpable at that time when there was a need for solidarity, empowerment, and accountability within our educational community while the systemic injustice continuously targeted minoritized and marginalized groups. We ground the 2022 winter conference in the context of a continuing pandemic, and we invite students, educators, researchers, and policymakers to resume the previous conversation.

## Language and Literacy Through Intercultural Citizenship Education: The 2022 JoLLE@UGA Winter Conference

At the 2022 JoLLE@UGA Winter Conference, we invite learners, teachers, researchers, leaders, and policy makers to meet virtually, where we will discuss pathways to dismantle systemic racism and injustice, and learn from each other with openness, respect, empathy, and empowerment. We welcome proposals that connect research to humanizing and decolonizing teaching, learning, and research practices, as well as studies that meaningfully contribute to sociocultural awareness in the landscape of language and literacy education. The 2022 JoLLE@UGA Winter Conference will serve as a space for presenters and conference attendees to connect, communicate, and collaborate, thus advancing people's holistic excellence both academically and professionally.

The theme of the 2022 JoLLE@UGA Winter Conference, *Language and Literacy through Intercultural Citizenship Education*, is another attempt to re-evaluate and reconstruct the status-quo educational practices and research in language and literacy education that trivialize and harm marginalized communities within educational theory and practice (Macedo, 2019). The concept of "intercultural citizenship" emphasizes the engagement and possibility of acting in a multicultural community through the development of knowledge, skills, an awareness of other perspectives, and a sense of the international community (Byram, 2008). Through Intercultural Citizenship Education, a framework for social action is provided to reconsider current values, beliefs, and stereotypes that ignore pluralism and disrespect intercultural exchanges within the field of language and literacy education (Byram & Wagner, 2017). We welcome proposals connecting research and practice that transformatively explore issues of diversity, justice, race, ethnicity, intercultural citizenship, and professional ethics in language and literacy education.

The 2022 JoLLE@UGA Winter Conference will be hosted virtually this year, and will provide presenters and conference attendees with an opportunity to connect, communicate, and collaborate, and thus advancing people's holistic excellence academically and professionally.

### Keynote Speakers

#### Dr. Manuela Wagner



Dr. Manuela Wagner holds a Ph.D. in English Studies with a specialization in linguistics from Graz University, Austria. Her research focuses on the integration of Intercultural (Communicative) Competence (Byram, 1997, 2021) and Intercultural Citizenship (Byram, 2008) in (language) education and across the curriculum from elementary school through post-secondary education. She is particularly interested in the interplay of theory and practice and has been part of and helped create communities of practice to implement theories related to intercultural dialogue as well as related theoretical and pedagogical concepts (criticality, intercultural communication, social justice, intellectual humility, conviction, compassion, decolonial pedagogy, antiracist pedagogy) in practice. A central aspect of her work is to situate (language) educators as advocates for all (language) learners. The resulting book projects include the co-edited volumes *Teaching Intercultural Competence Across the Age Range: From Theory to Practice* (2018) and *Education for Intercultural Citizenship: Principles in Practice* (2017), and the co-authored book *Teaching Intercultural Citizenship Across the Curriculum: The Role of Language Education* (2019).

#### Dr. Irina Golubeva



Dr. Irina Golubeva is an Associate Professor and the **Director of Master's Program in Intercultural Communication** in the Department of Modern Languages, Linguistics and Intercultural Communication at the University of Maryland, Baltimore County (USA), and co-director of **Intercultural Leadership Certificate Program**. Her main research interests concern the development of intercultural competence and multilingual awareness, internationalization of Higher Education, and conceptualization of active intercultural citizenship. Irina Golubeva is co-editor of **From Principles to Practice in Education for Intercultural Citizenship** (2017) and **Intercultural Learning in Language Education and Beyond: Evolving Concepts, Perspectives and Practices** (2022), and co-author of **Intercultural Competence for College and University Students: A Global Guide for Employability and Social Change** (2020). In 2020, she was honored to receive the Pedagogy and Teaching Award and the title of "UMBC Innovation Fellow" for her contribution to fostering inclusiveness and intercultural dialogue on campus, and for enhancing students' engagement in Internationalization at Home. Irina Golubeva is strongly committed to non-profit work and served for seven years as a Vice-President of the European Association of Teachers. Most recently, in 2021, she was elected to the Board of the International Academy of Intercultural Research.