

AZTESOL Southeast Regional Conference 2020



Culturally Responsive Language Teaching

February 29th, 2020
The University of Arizona
Tucson, Arizona

7:30 – 8:15 College of Education Building 5th floor

Registration

REGISTRATION & COFFEE/SNACKS

8:15 – 8:55 Room 530

Keynote

KEYNOTE

Culturally responsive?! My students are from twelve different countries!

**Nancy Hamadou
(Pima Community College)**

9:00 – 9:50 Room 530

Workshop 1

Peter Ecke (The University of Arizona)

Intercultural communication issues through video and film

In this session, participants explore how ESL/EFL teachers' can use digital video clips from feature films, TV shows, and documentaries to teach about cultural products, practices, and perspectives, and sensitize learners about key issues of intercultural communication.

9:00 – 9:50 Room 502

Workshop 2

Andrea Grabow (Arizona Department of Education) & Secily Meza Downes (ADE/Program Specialist)

Fostering a Language Rich Classroom

This session will provide teachers of ELs, coaches, and administrators the opportunity to experience and discuss integrated and targeted English language development, as prescribed by SB1014.

9:00 – 9:50 Room 504

Workshop 3

Emily Marderness & Claire Cox (Pima Community College)

Expression through Poetry: Adult Refugees Find Their Voice

How do refugee English students learn to use English for personal expression? Adult refugees' first experience with English is repetitive and stressful (applications, medical forms, etc). See videos of students from Syria, Burundi, Sudan, Venezuela, and many other countries build crucial writing skills through poetry. Experience hands-on student activities!

9:50 – 10:05 Break

Casey Richardson (The University of Arizona)*Critical Intersections with Culturally Responsive Language Teaching*

Power and privilege are intricately tied to the field of ESL. This presentation will review critical frameworks (critical race theory; critical language testing) to advance one's culturally responsive language teaching. The session invites individual reflection and group discussion for those in attendance to become more effective and inclusive practitioners.

Hyunjung Lee (The University of Arizona)*Korean Undergraduate Students' Language Learning Strategies in English Medium Instruction*

This study investigates how the experiences of English Medium Instruction (EMI) impact Korean university students' learning strategies for effective English learning. Students perceive EMI courses to be helpful for their English language learning and that more EMI can increase their use of learning strategies, which would facilitate their English learning.

Nadia Moraglio (Pima Community College) & Tahnee Bucher (The University of Arizona)*Engaging the ESL Learner Online*

Engaging learners with activities that create communities online is essential in an era when a greater number of classes are offered remotely, and educational platforms are increasingly used to aid face-to-face teaching. This presentation offers tips on how to make the best use of online tools to promote learner engagement.

Kati Paul, Aleksandra Lazoroska, Hannah Fulmer, Olga Chumakova, Jaime Mejia Mayorga (The University of Arizona)*Global Englishes Teaching Ideas for Multiple Contexts*

This workshop will introduce participants to the Global Englishes Language Teaching (GELT) approach to English language instruction. In addition to explaining how GELT helps students navigate the messy realities of English variation, presenters will share and model ideas and activities for easily implementing GELT in the classroom.

Jorge Andres Mejia & Amable Ribeiro (The University of Arizona)*Intercultural communication: Perceptions and practices of ESL/EFL instructors*

This in-progress study explores the pedagogical perceptions and practices of ESL/EFL instructors from varied educational and cultural backgrounds in relation to intercultural communication.

Surveys, interviews, and videotaped observations are used as data collection techniques; however, only preliminary findings from the survey will be reported.

Radja Chinoun (Northern Arizona University)*Teaching Constitutional Rights, The case of the Miranda Warning.*

The study investigates whether non-native speakers of English comprehend the Miranda warning. We used several instruments to examine participants' understanding of the warning. Results show that there are significant differences between native and non-native speakers in understanding the Miranda warning. Teaching implications are discussed in lights of the obtained results.

Katherine Engel (Amphitheater Public Schools)*Ratiocination for Intermediate Language Learners at a High School*

The session describes the novel strategies that high school teachers apply when language learners have trouble overcoming that last barrier to their progress from the intermediate to a proficient level. Trying a slightly different approach might help students to pass the Arizona State English Language Learner Assessment (AZELLA) and succeed in content area classes. The focus is teaching more advanced grammar as it applies to student writing; with the new grammar, the contents of writing would also require modification. As a result, students acquire much stronger writing skills and excel in a variety of genres applicable to other subjects.

Glen Piskula (The University of Arizona)*Using the SQ3R Reading Strategy to Increase Reading Comprehension*

SQ3R (survey, question, read, recite, review) is a close-reading technique which involves several layers of interaction, including schema mapping, multi-level inquiry, analysis, self-quizzing, and many other tools which critical readers require in the American classroom culture. This workshop explores the use of this active-reading technique at multiple levels of proficiency.