

9th Annual International Education Summit: Schedule with Abstracts

Coffee and Pastries: 8:00-8:30

Room: Wojcik Dining Room

Keynote: 8:30-9:15

Presenter: Laura Gonzales, Assistant Professor of English, University of Texas El Paso

Title: Listening to Translation: Asset-Based Frameworks for Teaching Writing in Multilingual Digital Contexts

Room: Wojcik Dining Room

Abstract: Drawing on ethnographic data from various research projects with multilingual communicators, Gonzales argues that translation is a rhetorical, technological, and community-driven practice that can directly inform the development and sustainability of writing programs and pedagogies. In this talk, Gonzales will provide grounded examples of translation and then discuss how this work can impact interdisciplinary conversations about rhetoric, technology, accessibility, and composition. As Gonzales demonstrates, multilingual communicators manipulate a wide range of digital platforms, work across linguistic and cultural boundaries, and innovate creative solutions to rhetorical problems as they translate information for their communities. Thus, by paying attention to the skills that translators develop in their daily work, writing teachers, researchers, and programs can continue to build research and teaching practices that center the skills of linguistically and ethnically diverse students.

A Sessions: 9:30-10:45

Presenters: Kathleen Reynolds, Assistant Professor of ESL, Harper College

Pascuala Herrera, Professor & Accessibility Specialist, Harper College

Title: Multilingual Students: Recognizing When the Difficulties Are Caused by Disabilities

Room: 214

Abstract: Multilingual students often display difficulties with reading and writing. English as a Second Language (ESL) faculty observe noticeable difficulties with vocabulary, grammar, syntax and spelling errors. These difficulties are common for students learning a second language. Similarly, these same difficulties can also be experienced by students with learning disabilities, and other cognitive disabilities. How can we differentiate the differences and provide the best support? What if a multilingual student also has an undiagnosed disability? Kathleen Reynolds, ESL faculty, and Pascuala Herrera, Access and Disability Services (ADS) faculty will guide attendees in answering

these questions. This session will provide useful information to help faculty in serving these students. Relevant research and strategies will be provided. Using student writing samples, attendees will work in small groups to try to differentiate the root of the writing errors. Join us for this interactive session that will arm you with an awareness of the intersectionality of these two populations and provide you with concrete information on how to support the students.

Presenter: Gerardo Cruz, Instructor of Spanish, Harper College

Title: Making Conexiones

Room: 216

Abstract: In this session, I will talk about the use of different literary examples in my upper level classes that portray different perspectives on the Hispanic culture and its language. By studying different writers from Latin America, some of our Latinx students identify with the experience and struggles presented in the readings by reflecting on their own culture and language. These readings from diverse perspectives can make conexiones by enhancing global and cultural awareness for all students in a variety of disciplines.

Presenter: Josh Sunderbruch, Professor of English, Harper College

Title: Designing Written Assignments for Success

Room: 101

Abstract: When teachers and students come from different backgrounds, it can be difficult for them to share a vision of what kind of product a writing assignment is asking for. Multilingual learners also frequently struggle to understand the nuances of what an instructor really wants them to learn from an assignment. This session will invite participants to engage in the difficult task of creating assignments and prompts that allow students to succeed, even when they come from different backgrounds. Participants will be encouraged to question the assumptions they make about what writing “always” looks like, and also they will be invited to explore how being transparent about the learning goals of an assignment can enable student success.

Presenter: Joyce Wisniewski, Associate Professor of ESL, Harper College

Title: Managing Cultural Differences in the Classroom

Room: 102

Abstract: Using cultural dimensions from researchers Edward Hall and Geert Hofstede, participants will have the opportunity to learn not only about the cultural differences students bring from their country of origin, but also how to practically manage these differences in the classroom. Such differences will include view of time and relationships with those in authority, collective and individualistic mindsets, and communicating in a high or low context. Participants will also have the opportunity to brainstorm and work in groups to come up with possible solutions to these challenging differences.

**Presenters: Nancy Moore, Adjunct faculty of Liberal Arts
Cammy Wayne, Instructor of Continuing Education**
Title: Change the Environment, Not the Student
Room: 201

Abstract: “When a flower doesn’t bloom, you fix the environment in which it grows, not the flower” - Alexander den Heijer. The same can be said for our students. This session will focus on engaging multilingual learners and empowering students to develop clear goals by removing barriers and creating an equitable environment through the use of Universal Design Learning (UDL)

B Sessions: 11:00-12:15

**Presenters: Karega Cooper, Assistant Professor of Math and Sciences
Elke Weinbrenner, Associate Professor of World Languages**
Title: StembUSTERS: Strategies for STEM Inclusivity
Room: 214

Abstract: Have you ever wondered how best to support deaf and hard-of-hearing students in your courses? In this workshop, faculty will study different teaching strategies and scaffolding methods designed to assist and encourage those students. In addition to including a brief history of ASL and Deaf culture in the United States, this session will provide an opportunity to workshop assignments that encourage engagement and success for students of all backgrounds. Associate Professor Elke Weinbrenner from the World Languages–ASL Department and Assistant Professor Karega Cooper from the Math Department, both members of Harper’s DeafTEC team, will lead the workshop.

Presenter: Stefan Pajtek, Assistant Professor of Biology, Harper College
Title: Supporting Multilingual Students in STEM Classrooms
Room: 216

Abstract: This presentation will focus on how to support our increasingly linguistically diverse student population in the science classroom. First, we will discuss the need to be aware of student’s linguistic background which is not always acknowledged in the STEM fields, and how this impacts student success. Second, I will show how I attempt to empower my students, including multilingual learners, by providing tools for them to navigate the complex terminology encountered in Anatomy and Physiology courses. For example: providing word roots and alternate vocabulary incorporated in lecture presentations and reinforced in group activities. Third, we will discuss equity in assessment, by highlighting the need to create assessment tools that do not distort what is being evaluated by imposing unwarranted burden on Harper’s linguistically diverse student population.

Presenter: Dr. Jenny Staben, Professor of English & Faculty Coordinator of Writing Center, College of Lake County

Title: Supporting Multilingual Writers across the Curriculum

Room: 101

Abstract: Whether they are international students recently arrived to the United States or immigrant students coming from U.S. high schools, multilingual writers can pose a challenge for faculty across the curriculum, not just those who teach in developmental English and First Year Composition programs.

In this interactive workshop, the presenter will lead participants through a series of activities that introduce them to four helpful issues to consider when working with multilingual writers. These issues include developing sensitivity to those working in a second (or third or fourth) language, understanding the diversity and complexity behind the label of ESL, viewing multilingualism as a resource not a deficit, and finally, learning how key principles of second language acquisition can be used to improve the literacy and content learning of all students, not just English Language Learners.

Participants will leave this workshop with some concrete strategies to try and/or adapt for their classrooms as well as a list of helpful resources to consult for further reflection and learning.

Presenter: Dr. Jessica Nastal, Associate Professor of English, Prairie State College

Title: Advancing Writing Assessment

Room: 102

Abstract: The pursuit of fairness in writing assessment requires us to understand “students are never just ‘students.’ They are classed, gendered, and raced (among other dimensions), so our research methods must account for these dimensions” (Inoue, 2012, p. 128). We need to understand how assessment practices affect students to identify means of preventing inequity and creating opportunities to learn.

This presentation will draw on **data about student success** (Nastal, 2019), theories of **fairness** (Elliot, 2016; Poe, Inoue, & Elliot, 2018), **hospitality** (Haswell & Haswell, 2015), and **response to student writing** (Straub, 2002) to help participants reimagine the assessment practices that disenfranchise so many communities in Illinois and across the country.

Throughout the overview, participants will be invited to respond in writing and in conversation. Then, they will be asked to reflect on their teaching practice in three ways throughout the workshop:

Stance: What are our values, methods, and goals? How do they emerge in our teaching and assessment?

Evaluation: How can we use feedback, evaluation, and grading to enact more consistent, more purposeful, and more effective instruction (Straub, 2002)?

Assessment: How can we identify patterns of student learning and opportunity to learn for all students in our sections, programs, and institutions?

I will provide sample texts, scenarios, and questions to guide our work. Participants may bring materials they would like to analyze, including their teaching philosophies, syllabi, scoring guides, feedback on student work, or assessment projects.

Presenters: Drs. Jill and Richard Hallett, Northeastern Illinois University

Title: Errors, Patterns, and Non-Target-Like Forms

Room: 201

Abstract: Have you ever wondered why your Chinese and Russian students forget articles? Or why your Spanish-speakers say 'eschool'? How to tell if your students know past tense -ed when you can't hear them say it? Does it seem like you're addressing every student mistake and getting nowhere?

This seminar introduces teachers to error analysis, which focuses on looking for patterns in student writing and speech that indicate transfer from their first language varieties. The beauty of this approach is that teachers do not have to know the students' first languages. While some errors in English stem from specific language backgrounds, others are common to all learners, even if their first language is English.

Teachers will learn how to look for sounds and structures in student speech and writing in order to target specific problem areas in learning classroom English. These strategies will enable teachers to develop lesson plans that efficiently focus on known student language needs, without the frustration of papers covered in red ink. Teachers will leave this seminar with resources and sample lesson plans targeting student errors, patterns, and non-targetlike forms in academic American English.

Poster Session: 12:15-12:30

Presenters: Diverse Perspectives GEC Cohort

Room: Wojcik Dining Room

Multilingual/Multicultural Faculty & Staff Panel: 12:30-1:45

Moderator: Alina Pajtek, Associate Professor of ESL & Linguistics, Harper College

Title: Multilingual/Multicultural Faculty & Staff Perspectives

Room: Wojcik Dining Room

Abstract: In most parts of the world, for example, in most African countries (Chukueggu, 2010; Batibo, 2005) or in most European countries (Piller, 2012), bilingualism or multilingualism is the standard; in the US, bilingualism has been a highly politicized issue for quite a while. Some argue for an 'English

only' policy in the U.S (Unz, 2016) and do not support funding bilingual public education even in areas with a high-density immigrant population. This situation may lead to certain attitudes towards multilingual/ multicultural individuals. As the community college population continues to diversify, it is important to learn about the richness of learning experiences that multilingualism and multiculturalism can bring to our classrooms. In this panel, participants have the opportunity to hear the perspectives of multilingual and multicultural faculty at Harper on several topics, such as: the linguistic and cultural diversity of their native countries; the complex perspectives that multilingualism/multiculturalism can bring to the college classroom; and the challenges that multilingual/multicultural students may encounter in a mainstream or heavily monolingual setting.

Multilingual Student Panel: 2:00-3:00

Moderator: Kelly Coronado, Assistant Professor of ESL & Linguistics, Harper College

Title: Multilingual/Multicultural Student Perspectives

Room: Wojcik Dining Room