

III SECOND-LANGUAGE LEARNING & DISABILITIES CONFERENCE



Day 1

Friday, February 26, 4pm–6:30pm

4:00-4:15pm

ODILE CAZENAVE, PhD, Chair of Romance Studies

Welcome Note from the Chair of Romance Studies, Boston University

4:15-4:30pm

MARÍA DATEL & ELENA CARRIÓN GUERRERO,

Lecturers in Spanish, Boston University

Approaching Inclusion in Our Classrooms

KEYNOTE SPEAKER

4:30-6:30pm

ELIZABETH C. HAMILTON, PhD, Associate Dean,
Associate Professor of German, Oberlin College,
Oberlin, OH

*Bringing Whole Selves to Teaching and Learning Languages: The
Convergence of Accessible Design and Anti-Racist Pedagogy*

In exposing social inequalities, the pandemic has made barriers to education more broadly perceived than ever. This presentation and interactive workshop will engage language teachers in reflecting on lessons from the abrupt turn to online learning environments. Participants will discuss pedagogical design that emphasizes belonging, respect, and vibrant community.

**BOSTON
UNIVERSITY**

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Day 2

Saturday, February 27, 9am–4:10pm

GUEST SPEAKERS

9:00-10:00am

WADE EDWARDS, PhD, Associate Dean, Professor of French at Longwood University, Farmville, VA

Anticipating Disability: Instructor Self-Assessment and Reflection.

Our commitment to diversity in the L2 classroom requires continuous reflection and evaluation of the practices that promote inclusion. This session will introduce self-assessment tools and case studies to assist faculty in recognizing and supporting diverse students, particularly those with ADHD, anxiety, or learning disabilities.

10:00-10:30am

LORRE WOLF, PhD, Director of Disability Services and 504 Coordinator at Boston University

Resources for Educators at BU

The office will outline the role it plays in supporting Boston University students with disabilities and in helping them to succeed. At the end of the session, there will be an open forum for Q&A.

10:30-11:10am

JOANNA PFINGSTHORN & ANA ROVAI, University of Bremen, Germany

Inclusive communicative language teaching: hidden contradictions and overt practical issues

This presentation focuses on (pre-service) EFL teachers' perceptions of the role of diversity in teaching practice and their evaluation of learner personality traits, cognitive styles, special educational needs, and potential deficits in language learning contexts, and suggests practical approaches for EFL classrooms.

11:10-11:50am

BELÉN REYES MORENTE, PhD Candidate, University of Granada, Spain

Learning an L2 with Dyslexia

This presentation analyzes the results of a study that investigated the effects of dyslexia in second language acquisition in a group of native Spanish speakers who learned English. It then provides pedagogical strategies to work with students who have dyslexia.

11:50-12:20pm

KARA GOURNARIS, Assistant Professor, Western Oregon University

Facing Transitions: Learning ASL in an Online Environment

The shift to the remote delivery of American Sign Language presents challenges and exacerbates inequalities for both students and Deaf professionals. This presentation examines the impacts of online learning on second language acquisition and the inequity Deaf professionals face, both short and long term, as a result of this transition to online instruction.

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Saturday, February 27, 9am-4:10pm

12:20-1:00pm

Lunch Break

AFTERNOON

1:00-1:40pm

PAUL MANDELL, Associate Professor of Spanish, University of Houston-Downtown

Questions of Sight & Language Acquisition

This presentation addresses questions related to blindness and first and second language acquisition, and reviews empirical findings about the variable as well as explores its relevance to online technology-based pedagogy.

1:40-2:20pm

LULUAH MUSTAFA & SALIMA SLIMANE, Lecturers in Arabic, Boston University

Promoting Inclusive Practices for Foreign Language Classrooms

This presentation addresses teaching practices and language activities to foster an inclusive learning environment that meets the needs of all students and helps them reach their fullest potential.

2:20-3:00pm

MILDRED BASKER-SEIGEL, Coordinator of Spanish Language Program, Boston University

Supporting language-based learning difficulties in the foreign language classroom

This presentation explores how language-based learning difficulties impact second language learning and proposes instructional techniques and supports to address students' diverse learning styles.

3:00-3:40pm

LAURA BARRASA-FANO, Independent Research, & **ALFONSO SÁNCHEZ-MOYA**, Postdoc Harvard University

Multimodal representations of disabilities in Spanish L2 learning materials: explorations from a critical discourse analysis perspective

This presentation uses a critical discourse analysis perspective to scrutinize the multimodal representations of disabilities in a corpus of teaching materials employed in Spanish L2 contexts.

3:40-4:10pm

MARÍA DATEL, Senior Lecturer in Spanish, Boston University

Representing Disabilities in the Language Curriculum: A Culturally Responsive Pedagogy

Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references to make learning relevant and accessible for all. This presentation explores how to incorporate these references so that educators can represent disability in the language curriculum as a part of human diversity.