

*Diversity and social justice in language learning, teaching and research: bringing theory and practice together (online event)*

Hosted by The School of Languages and Applied Linguistics, The Open University (UK)

Day 1 - Thursday 14 July 2022 - conference programme				
13:30 – 14:00	Conference welcome			
14:00 – 15:00	Invited talk from Prof. Dr Walter Mignolo, Duke University (United States) - Title TBC <i>Chair:</i> Prof Tim Blackman (The Open University Vice-Chancellor)			
15:00 – 15:15	Break			
15:15 – 17:15	Presentations			
	Decolonisation Chair: TBC	Inclusive practice Chair: TBC	Academic and L2 writing Chair: TBC	Languages and identities Chair: TBC
	Western Civilisation and its Decolonial Discontents; or Utopian Imaginings of 'the languages' in the Anglo Zone in the Interregnum <b>Fernando Gómes Herrero</b>	Aao Hindi bole” - Improving inclusive practice by assessing the impact of Hindi language learning in early years practitioners in the UK <b>Renu Bhandari</b>	“In this presentation, I will...”: What can students’ conference submission abstracts tell us about the hidden curriculum of professional writing in graduate school? <b>Kendall Vogh and Gabriel Frazer-McKee</b>	Experiences of African American Students of Spanish: Motivation and Belonging in World Language Learning <b>Andrea Morris</b>
	Decolonising the canon <b>Caroline Rowan-Olive</b>	CLIL, minority languages, and other ideological challenges in language education in Switzerland’s upper secondary schools <b>Anna Becker</b>	From similarities to differences: Promoting diversity and evolution in academic writing <b>Tomoko Sawaki</b>	Exploring the intersection between pragmatic competence and second language identity among Czech and Slovak international students in a university in England <b>Hang Tran</b>
	“Think global, act local”–Global Education in Spanish foreign language teaching classes <b>Svenja Dehler</b>	When international instructors teach about reconciliation in ESL university courses: A case of systematic reflective teaching <b>Hiba Ibrahim</b>	Multilingualism and handwritten signature: the case of Palestinian Arabs in Israel <b>Deia Ganayim</b>	Intercultural responses to the needs of refugees in Europe: supporting the professional re-integration of highly skilled displaced people <b>Stefanie Schneider</b>
Decolonizing research in language teacher education: a peace-driven impossibility? <b>Yeraldine Aldana Gutiérrez</b>	Designing a language-specific course in raciolinguistics: Theory to practice <b>Gabriella Licata</b>	Study of the English language as L2 in students with dyslexia <b>María Vilanova Cifre</b>		
17:15 – 17:30	Closing remarks			

**Day 2 – Friday 15 July 2022 - conference programme (morning session)**

<b>9:00 – 09:15</b>	Conference welcome		
<b>09:15 – 10:45</b>	<b>Presentations</b>		
	<b>Languages education, refugees and minorities</b> Chair: TBC	<b>Teacher education and textbooks</b> Chair: TBC	<b>Curriculum design</b> Chair: TBC
	Difficulties in meeting the educational needs of students with migrant/refugee backgrounds through teachers' views. Second language needs analysis in Greek mainstream classrooms <b>Caterina Tsiouma</b>	Diversity and Social Justice in Language Teaching <b>Sviatlana Karpava</b>	Incorporating multiliteracies pedagogy into EAP teaching in a Canadian university as an empowerment and decolonizing approach to ELT <b>Heejing Song</b>
	Inclusivity and accessibility in a Polish (language) classroom. The case of Ukrainian children refugees <b>Dagmara Galajda</b>	Effectiveness of MS Team-based Teacher Training for a group of disadvantaged female students <b>V. G. Chinthaka Gamage</b>	Integrating the Art of Academic Development into Language, Teaching and Research: Sharing Practice in a Global Communication Class in a Medical School in Japan <b>Yoko Mori</b>
	The representation of gender and sexual minority groups in Vietnam's ELT textbooks: A critical pedagogy perspective <b>Minh Thi Thuy Nguyen, Giang Hoang Le Giang and Chi Linh Tran</b>	Pre-service teachers' ideas when designing their ideal multilingual school: a study in the Basque Country <b>Nerea Villabona Gartziarena</b>	Bi-directional Decoloniality in Applied Linguistics: A Lao-German cooperation project <b>Isabel Martin</b>
<b>10:45 – 11:00</b>	<b>Break</b>		
<b>11:00 – 12:00</b>	Plenary talk from Prof. Juan Eduardo Bonnin (University of San Martín, Argentina) – Title TBC <i>Chair:</i> Prof. Rosina Márquez-Reiter (Head of the School of Languages and Applied Linguistics, The Open University)		
<b>12:00 – 13:00</b>	<b>Lunch break</b>		

**Day 2 – Friday 15 July 2022 - conference programme (afternoon session)**

<b>13:00 – 14:30</b>	<b>Presentations</b>		
	<b>Language attitudes and language Learning</b> Chair: TBC	<b>Heritage speakers</b> Chair: TBC	<b>Multilingualism and translanguaging</b> Chair: TBC
	Unequal Englishes and Unequal Speakers: Self-Perception and Asymmetries among Non-native Speakers <b>Hamza R'boul and Benachour Said</b>	'Giving voice' to students: Arabic heritage learners' attitudes towards second dialect learning <b>Kamilia Rahmouni and Elsayed Issa</b>	Approaches to Language Maintenance through Family Language Investigation: a comparative study of Two Algerian and Two Pakistani multilingual families in Manchester <b>Roumeissa Belbordj</b>
	Arabic dialects as vernaculars or autonomous languages: Media representations of language attitudes <b>Samira Farwaneh</b>	Decolonizing Spanish as a Heritage Language: U.S. Latinx Language Recovery and Spanish Heritage Language Learners as Spanish Heritage Language Instructors <b>Lillian Gorman</b>	Pedagogical translanguaging in heteroglossic classrooms: Not exactly inclusive and equitable <b>Michal B. Paradowski</b>
	Preferred Gender-Inclusive Language used by Spanish Speakers in the United States <b>Fernando González Lesniak</b>	Critical and Antiracist Pedagogies for Sociolinguistic Justice in Spanish Heritage Language Education <b>Noelia Sánchez Walker &amp; Claudia Holguín Mendoza</b>	Sociocultural impact of English as a third language in a multilingual university context <b>Willelmira Castillejos López</b>
<b>14:30 – 15:00</b>	<b>Break</b>		
<b>15:00 – 16:00</b>	<b>Presentations</b>		
	<b>Digital pedagogies</b> Chair: TBC	<b>Textbooks and critical pedagogy</b> Chair: TBC	<b>Languages Education and Racism</b> Chair: TBC
	Marginalization and Underrepresentation in Virtual Exchange: reasons and remedies <b>Mirjam Hauck</b>	Identifying and overcoming intercultural barriers in global course books for a more decolonial English language education <b>Rebecca Dengler</b>	Navigating the German school system when being perceived as a student 'with migration background': Students' perspectives on linguistic racism <b>Naomi Truan</b>
A multi-stakeholder approach to address literacy, digital poverty, and language learning through storytelling and place: from theory to prototype <b>Katya Bozukova, Sibylle Erle and Kay Johnson</b>	Breaking the Codes with Critical Literacy: Going beyond English Language Curriculum <b>Zeynep Mine Derince</b>	Resisting the Racist Hierarchy of EAP in Higher Education: A Duoethnography of Critical Action Research <b>Heejin Song and John McGaughey</b>	
<b>16:00 – 16:30</b>	<b>Break</b>		
<b>16:30 – 17:30</b>	Plenary talk: Dr Laura Villa, Universidad Autónoma de Madrid (Spain) - <i>Critical Pedagogy in US Heritage Language Instruction. Lessons Learned</i> Chair: Dr Mara Fuertes Gutiérrez. (Head of Spanish, The Open University)		
<b>17:30</b>	<b>Conference closing remarks</b>		