LLED 2019 Graduate Student Conference						
All sessions will be held in the Ponderosa Ballroom.						
Day 1 (Thursday, May 2nd)				**Day 2 (Friday, May 3rd)**		
9:00-9:10	Welcome			9:00-9:05	Welcome	
9:15-10:15	Plenary Speaker: Dr. Beth Marshall	Monstrous matrons: Picturing women educators in popular culture		9:05-10:00	Plenary Speaker: Dr. Jason Schmidt	Paywall: The profiteers of academic publishing
10:20-11:10	**Presentation Session 1**			10:15-11:05	**Presentation Session 1**	
	Anna Vozna	Impact of revitalization policies on the educational opportunities of potential new speakers of Ukrainian in Ukraine			Monica Shank Lauwo	Ubuntu translanguaging and multimodality: Negotiating power and polyphonic identities in Tanzania
	Ashley R. Moore	Heteronormative beasts and where to find them: Identifying and combatting heteronormativity in language and literacy education			Asma Afreen	English language learning and translanguaging in Bangladesh
	Jan (Janette) Leung	Re-making image and reputation through word choices: The Rob Ford interview			Aika (Alice) Ishige	Identity construction of a Japanese female undergraduate in Canada
	Sadia Shad	Language and identity: Discoursing about discourse			Natalia Bussard	Exploring potential relationship between plurilingualism and transformative learning
	Caroline Hamilton	"Everyone was always becoming someone else": Negotiating space and subjectivity in YA fiction				
	Adam Vincent	Trapped by technical titles: What is poetic inquiry (or whatever you call it) and how can you use it?				
11:10-11:20	**Break**			11:05-11:15	**Break**	
11:20-12:00	**Presentation Session 2**			11:15-12:05	**Presentation Session 2**	
	Rachel Horst	Collaborative future narrative and multimodal technological inquiry			Natalia Balyasnikova	What do words do in collaborative narrative research?
	Kaye Hare	Sensorial litter: Conceptualizing 'too intense' embodied experiences			Shirley Chi	Educational drama in Chinese language arts education
	Yuya Takeda	"I'm on my way to see you!": Interpellation of viewers as responsible subjects			Sandra Filippelli	Repositioning identity through poetic inquiry
	Ernesto Peña	A walk on the wild side: Life outside academia			Amber Moore	"Go joywriting": On the "use" of stealing time for PhD passion projects
12:00-1:00	**Lunch**			12:05-12:50	**Lunch**	
1:00-1:50	**Presentation Session 3**			12:50-1:50	**Presentation Session 3**	
	Amir Michalovich	Tag-naxon? (Tag-Right?) in instructional talk: Opening or blocking learning opportunities			Angélica Maia	An overview of an English teacher education program in Brazil: In search of dynamic and complex teacher identities
	Sara Van Dan Acker	Demystifying academic expectations in course materials to promote English language learner success: research trajectories across contexts			Danielle Kim	Enacting language ideology: Student identity as deficit
	Kyuyun Lim	Teaching beyond textbooks: A teacher's role in a digital age			Ashley Boyoung Jeong	Multimodality for global goods: Reflection of different scenes of multimodality to empower the next generations around the globe
	Liza Navarro	Thoughts, words and experiences of French teacher candidates in a digital environment			Jonathan Ferreira	Children's multimodal narratives of empowerment and identity: Signs of resistance against racism in Brazil
	Harini Rajagopal	Looking closely at words and worlds: Conversations about tensions in multilingual and multimodal classroom practices			Magdalena Vergara	Reading the South in the North: Latin American texts in Vancouver secondary classrooms
1:50-2:00	**Break**			1:50-2:00	**Break**	
2:00-4:00	Diskuss Plenary Workshop: Dr. Andrew Klobucar & Mr. David Ayre	What's in your Toolbox? Literacies and electracies in the digital era		2:00-3:30	Diskuss Workshop	The Patch: Playing with linguistic data
4:00-4:30	**Wrap up + Networking**			3:20-3:30	**Break**	
				3:30-5:00	**Film Screening and Director Q&A**	Paywall: The Business of Scholarship

Afreen	Asma	English language learning and translanguaging in Bangladesh	Communities in Bangladesh often associate the competence in English with better opportunities to participate in the international development. Education policies of Bangladesh echo this importance of English, and emphasize enhancing primary students' English language competence using communicative language teaching (CLT) approach (National Curriculum and Textbook Board [NCTB], 2012), and ignores the importance of using translanguaging and students' local languages in English classes, which is salient for children's cognitive development (Cummins, 2000, 2011). This study argues that the current language policy of integrating CLT into teaching English in Bangladeshi primary schools need to be reconceptualized and localized in the context of Bangladesh by legitimating systemic use of translanguaging as a pedagogical resource. Drawing theoretically on "translanguaging" (Garcia, 2009; Garcia & Li, 2014), this presentation documents a concurrent mixed method study conducted at the government primary schools in Bangladesh. Findings show that discouraging student's use of their local languages in ELT classrooms contributes to absence of students' participation and engagement, and thus low learning outcomes. This study suggests that treating English and students' local languages as a single integrated system and accessing them for communicative purposes when needed will deepen teachers' and learners' investment (Darvin & Norton, 2015) in content and language learning.
Balyasnikova	Natalia	What do words do in collaborative narrative research?	This presentation draws on the narrative ethnography, conducted within UBC Learning Exchange, a community-engagement initiative of the University of British Columbia. The central question which I will be trying to answer is: What do words do in collaborative narrative research? I will unpack the issues of labeling of the research as 'collaborative' as the extent it is truly possible within the confinement of graduate research; labeling research participants as 'vulnerable' or 'marginalized' and the impact these labels. I will also address issues of representation, co-constructedness of the narrative data, trials and challenges of data selection and incorporation of multiple voices in one text.
Bussard	Natalia	Exploring potential relationship between plurilingualism and transformative learning	Since I started learning and actively using multiple foreign languages and observing other multiple foreign language users, I have noticed that in some cases, plurilinguals' behaviour towards other people was more empathetic. Based on Mezirow's Transformative Learning Theory and the theories of interculturality, plurilinguals, whether they arrived at their level of knowledge of foreign language by immersion or in a classroom environment, could potentially experience a transformation of their perspective, which might result in (among other things) increased empathy towards other people. Only a few researchers, such as Foster (1997), Oxford(1995), and Goulah (2006), have applied transformative learning theory onto foreign language learning and confirmed that transformative learning does happen in some cases of foreign language learning. Therefore, I would like to enrich findings in this area by conducting a qualitative study exploring if foreign language learning has a potential to change our perspective and transform our behavior towards other people. I will present my planned study in which I will analyze language-learning memoirs of ten plurilingual participants of the study who speak three or more foreign languages. I will focus on the factors that helped them to sustain knowledge of these languages and people or other influences that had enabling or inhibiting effect on them.
Chi	Shirley	Educational drama in Chinese language arts education	In the early 20th century, teachers revived an interest in drama education and attempted to liberalize classroom dramatic activity. In recent decades, China has witnessed a tremendous growing interest in educational drama. This new pedagogy has caught the attention of Chinese language arts educators, who teach Chinese as a first language. Drama is recognized as a positive and effective medium for learning language and literature. However, as few previous studies give a holistic picture of educational drama in Chinese language arts education in Taiwan, Hong Kong and mainland, this presentation reviews the literature on research and practices in these three regions. It begins with a brief overview of the history of educational drama in China. Then the effectiveness of educational drama in Chinese language arts learning is examined in terms of oral language, reading and writing. These three strands of educational drama practice are untangled. It also discusses challenges confronting educational drama. It concludes by arguing that it is necessary for Chinese educators to shape Western ways for the cultural environment using critical thinking and make contributions to the larger conversation with Western colleagues.
Ferreira	Jonathan	Children's multimodal narratives of empowerment and identity: Signs of resistance against racism in Brazil	This exploratory study intends to foreground the voices of resistance against racism expressed by nine underprivileged children at a non-governmental organization in Brazil. They discussed in an English class African sociocultural influences and issues of racial prejudice in Brazil, a country where more than fifty percent of the population is considered of African descent. We conducted a multimodal social semiotics analysis of drawings, combined with the examination of on-site observations and video recordings, in an attempt to identify participants' (de)construction of meaning and positioning about the topic. Based on the analysis of their multimodal productions and engagement in class, we observed that learners relied on an array of semiotic resources (e.g., colour, size, perspective, framing and vectors), as well as kinaesthetic, verbal and written language, to represent narratives of empowerment and a strong sense of identity. The communicative affordances portrayed in their multimodal ensembles have the potential to contribute to how we understand children's ability to critically position themselves in the world, both through language and other modes.
Filippelli	Sandra	Repositioning identity through poetic inquiry	In this poetic inquiry presentation, I will investigate the re/positioning of identity through poetics as I explore my doctoral journey through scholarly and creative writing. I wish to examine what I have learned from my poetic mentor, while retaining my own literary voice, and reflect on how much I have grown as a scholar, writer, and person. I inquire as to how best to challenge and trouble identity through words generated in written text and presented in an oral reading. Will my writing be performative and, if so, in what way? How can poetics establish and deliver reflective narrative? A slide of an arts piece will accompany my poetic presentation as I explore the impact of visual art on poetic identity and the poetic documentation of memory.
Hamilton	Caroline	"Everyone was always becoming someone else": Negotiating space and subjectivity in YA fiction	What does it mean to belong? Many young people, due to their frequent alienation and exclusion from conventional modes of civic participation, find few opportunities to meaningfully engage across the spaces and places of their everyday lives. In this presentation I consider how studying contemporary young adult literature might enrich interrogations of youth subjectivity and belonging—while also revealing the processes of power and inequality that enable or constrain young people's political participation across and within public spheres (Rizvi, 2012). Using a combined feminist cultural geography and mobilities framework, I analyze a contemporary work of YA fiction to illustrate the intertwined, transitory, and often inequitable spaces youth must navigate, and the consequences of participation for different bodies across those environments. As Rogers et al. (2015) argue, arts, media, and literacy practices have the potential to enable youth to "imagine new possibilities for public engagement" and "[participate] in a larger project of citizenship in uncertain times" (p. 2). Thus, I ultimately intend for this work to feed into a classroom-based project focused on how literary spatial analyses might afford young people the tools and opportunities they need to further imagine themselves as critically engaged citizens.

Hare	Kaye	"I'm on my way to see you!": Interpellation of viewers as responsible subjects	How to reflexively examine the ways in which the researcher's own embodied experiences shape knowledge production is a key question within sensory ethnography. Challenges exist around capturing these embodied experiences through conventional reflexive methods, such as voice and field notes. Furthermore, it can be particularly difficult to capture that which is experienced by the researcher as being 'too intense' and resultingly shed or refuse/d by the body; (e.g., fleeting, whirling anxious thoughts; spatial suspensions of disorientation; and voids from pushing away difficult feelings). Nevertheless, as examining refuse/d experiences can focus reflexive engagement on the difficult aspects of fieldwork, this area provides a unique niche for inquiry. In this work, I advance theoretical knowledge on retaining and reflecting upon too intense experiences. I draw from phenomenological embodiment theories to put forward the concept of 'sensorial litter'. I then posit that when shed from the body, intense experiences are not lost, but rather manifest materially through digital media as litter (e.g., anxiety filled texts, emails to supervisors, search histories) that can be retrieved and reflexively re-incorporated into research. I conclude by arguing that sensorial litter can facilitate reflexive engagement that is many-sited, intertextual, resistant to holism, and perceptive ethnographic research's inevitable shortcomings.
Horst	Rachel	Collaborative future narrative and multimodal technological inquiry	Young people today do not participate in determining the design of the technologies that become central to their lives. Learning experiences that help them question these technologies and envision new possibilities within their digitally saturated future are increasingly important. This presentation showcases how future narrative inquiry in a Makerspace environment can encourage critical thinking, ethical questioning, and imaginative exploration of our entanglements with the things we build in and with the world. This work is a participatory, arts-based collaboration, built upon 'Digital DIY', a research project conducted in the LLED's Digital Literacy Centre, which utilized littleBits digital fabrication technology to enhance computational thinking via haptic play. With this future narrative extension, I add a layer of collaborative imagining and storytelling around the made artifacts and the act of making, thereby creating pathways into critical discussion about the artifacts we build and consume, and the lives they take on beyond our specific intensions. This work is informed by a new materialist onto-epistemology that encourages widening the scope of consideration to include all inter-acting agents in the assemblage of meaning-making: the human as well as the non-human and the actual as well as the potential.
Ishige	Aika (Alice)	Identity construction of a Japanese female undergraduate in Canada	Learner identity is a key area of inquiry in the field of second language learning and teaching. Research attention has focused on how a learner's imagined future creates the landscape of what (s)he will actually become. In the case of Japanese ESL/EFL learners, studies have indicated that perceptions of native English speakers prevented the learners from projecting more fluent possible future selves. The phrase – native speaker – has been used with strong emphasis on ideological aspects. Some researchers have conducted studies using the framework of akogare, which is defined as "the Japanese specific desire for English or the West" (Nonaka, 2017) or "yearning for something unattainable" (Bailey, 2006). However, the interview that I conducted with a young Japanese ESL learner in Canada indicated that although her sense of sociocultural difference was salient, it did not bring her to reach the conclusion that she cannot be "native-like" in the future. Rather, the way she related herself to a native speaker was complex and calm. This result suggests that the way Japanese ESL learners imagine their future selves could exceed the aforementioned akogare for English and the West.
Jeong	Ashley Boyoung	Multimodality for global goods: Reflection of different scenes of multimodality to empower the next generations around the globe	Literacy and languages are associated with one's social, culture and identity – and they are also accompanied by a wide range of modes (Jewitt, 2001; Kress, 1997; NLG, 2000; Perry, 2002; Street,1994). In this regard, as Loris Malaguzzi (1993) said that "The child has a hundred languages, a hundred ways of thinking, of playing, of speaking", children are especially capable of using multimodality for meaning making. In this presentation, by comparing two distinctive classrooms – a nature preschool in Korea and a digital device implemented Grade 1 class in Canada – it will illustrate how children's multimodal languages are shaped by educators and the implications. In addition, by referring to currently ongoing ECED research initiative for 'Global Goods' especially focusing on helping marginalized children such as refugees, the presentation will seek and suggest the future directions for educators and researchers to empower the next generations' languages and literacy practices.
Kim	Danielle	Enacting language ideology: Student identity as deficit	Despite efforts of educators to create open minded and welcoming environments for students of all kinds, language ideologies such as native speakerism and linguistic imperialism still exist among students and instructors in post secondary institutions today (Liu & Tannacito, 2013). As a result, English language learners (ELLs), such as immigrants and international students, face discrimination in academic contexts based on their first language and English language proficiency, among many other factors such as race, gender, and socioeconomic status. Thus, calling for a closer examination of ideological practices within academia. Using my experiences working in North American colleges, I reflect on how language ideology is enacted within post secondary institutions and what impact it has on ELL students. The findings show that through inaccurate understandings of language acquisition and language learners, students are often positioned as deficit by their instructors; othered by their peers; and put at a disadvantage due to inequitable grading practices. As a result, student identity is heavily impacted by the way they are viewed. Therefore, it is important to advocate within institutions to create a better understanding of language learners and what kind of ideological positionings may be damaging or inequitable for language learners.
Leung	Jan (Janette)	Re-making image and reputation through word choices: The Rob Ford interview	This paper will critically evaluate how the structure of the discourse used by former Mayor of Toronto Rob Ford may have contributed to his continued political career. Examining a transcript from an interview Ford gave to CBC's interviewer Dwight Drummond in 2014, I focus on his choice of words, images, and narratives, that were used to appeal to his base. As well, I will examine the posited identities that attracted the public's attention. A number of authors have written about the Rob Ford story with a critical eye, including Koeber (2014), who examined Ford's communication strategy, and concluded it was usually done to serve his base supporters and partisan communities. Kennedy and Valeriana (2017) also wrote how the plethora of media personalities who covered his substance use as though it should be a remorse and recovery story, contributed to his later rhetoric. I conclude by arguing that Ford's interview is full of language and discourse devices, such as framing, footing, and word choices to create images and identities that help sustain his political career, and help his public image during a crisis when he sought help in a drug rehabilitation centre.
Li	Mingyi	Language acquisition and instructional practice within immigrant community	In this globalized market, the number of international students in North American countries has dramatically increased within the last decade. Without a doubt, English language teaching and learning has become an indispensable part within all kinds of education system across the world. This paper will particularly investigate the English language teaching within immigrant classrooms, from the two aspects: language acquisition and instructional practice. The specific target group is Chinese, since it is one of the biggest immigrant groups in Canada. The purpose of this study is to understand second language acquisition in terms of language acquisition and instructional practice. These links are explored through interview data from four Chinese participants. This paper addresses some particular issues about second language acquisition within immigrant community.

Lim	Kyuyun	Teaching beyond textbooks: A teacher's role in a digital age	Many teachers of English as a Foreign Language (EFL) have difficulty teaching with their textbooks because of modified reading texts, de-contextualized dialogues, or inauthentic tasks that the textbooks contain. Therefore, this presentation aims to address how current digital media can help teachers overcome the aforementioned limitations of EFL textbooks by enhancing learners' access to the real-world contexts of using language. This study was conducted in a South Korean public middle school where the classrooms were digitally equipped. By drawing from the four categorizations of Mobile-Assisted Language Learning of Pegrum (2014)—namely, MALL for tutorial, MALL for content, MALL for creation and MALL for communication—I will discuss the purposes of using digital media in the language classroom and introduce the examples of actual teaching practices. For example, by using digital media and artifacts, teachers can provide differentiated practices, offer tools for creating project outcomes and provide a real-world context for communication. Based on the results of implementing digital media, I will also discuss the ways in which language teachers can make choices of appropriate digital tools that meet their needs.
Ma	Antony José Junior	Learning Tibetan in Tibet: The importance of mother tongue maintenance and its relationship to identity and educational achievement	There has been a missing link between the roles that mother tongue plays in the identification of an individual with a particular group. Similarly, the link between the role of mother tongue and development of other languages has not been exhaustively provided. The purpose of this presentation is to provide this missing link by examining, analyzing and discussing the role that mother tongue maintenance plays in identity within particular groups. This discussion is vital in identifying the essence of mother tongue maintenance in the context of education in relation to Tibetan in Tibet. This paper will employ a literature review and other research methods towards finding the required information. Furthermore, comprehensive results and conclusion would be ideal to this work. My paper would play descriptive as well as informative roles in analyzing and discussing the role and importance of maintaining mother tongue for identification and educational purposes. My paper will provide insights of viewing mother tongue maintenance as a crucial part and aspect of language development, both in the context of learning and identity.
Maia	Angélica	An overview of an English teacher education program in Brazil: In search of dynamic and complex teacher identities	In view of the increasing demands for better quality English language learning (ELL) round the world, English teacher education has arguably been a relevant research area in recent years. At the same time, many countries have been attempting to implement new models and ideas (Darling-Hammond & Lieberman, 2012) to provoke change and leverage teacher education practices that might positively influence ELL teacher knowledge and identities. In this context, this paper aims to give a general view of a recent unique national teacher education program implemented in Brazil, with focus on the teaching of ELL (André, 2012). The program is the object of a broader postdoctoral research project that investigates how the experience of a group of English teacher candidates, participants of that program, might have enabled the development of more complex, dynamic and socioculturally responsive professional identities (Hawkins & Norton, 2009) by reference to three specific areas: critical literacy, multimodality and special needs teaching practices. Ultimately, my goal is to share the aims, design and accomplishments of what I understand as an innovative teacher education project in the area of ELL teacher education, as well as discuss some of the challenges that had to be faced.
Michalovich	Amir	Tag-naxon? (Tag-Right?) in instructional talk: Opening or blocking learning opportunities	This paper analyzes teachers' use of the Hebrew tag-naxon?, which is a discourse marker (e.g., you know, yeah, okay, right) roughly equivalent to the English tag-right?. Previous research (Maschler & Miller-Shapiro, 2016) indicates that tag-naxon? with an appeal (i.e., rising) intonation contour (Du Bois et al., 1992) is rarely used in everyday talk in Modern Hebrew, in comparison to its non-appeal counterpart. In contrast, the current study indicates that appeal tag-naxon? is in fact commonly used in teacher talk, occurring in similar frequency to non-appeal naxon. The study indicates that the use of tag-naxon? by teachers relates to the heart of what classroom talk is all about: understanding. By inviting topic expansion, tag-naxon? at the opening of a discourse unit opens opportunities for participation and, by extension, for learning (e.g., allowing for misunderstanding to surface). In contrast, tag-naxon? at the end of a sequence blocks opportunities for participation and by extension might block opportunities for learning. This study bears significant implications for teachers, as it touches upon their ongoing dilemma that lies at the root of the question of understanding, namely – "Can I move on?".
Moore	Ashley R.	Heteronormative beasts and where to find them: Identifying and combatting heteronormativity in language and literacy education	Studies have shown that the majority of language textbooks are highly heteronormative. This means that the representations of sexuality they contain create the impression that heterosexuality is the only normal form of human sexuality. Heteronormativity is also evident in textbook representations of gender, with people overwhelmingly portrayed as conforming to essentialized, binary categories of either male or female. This heteronormativity leads to impoverished learning for everyone and can be especially damaging to students and teachers who fall outside of its narrow limits. Even more unfortunately, heteronormativity can take many shapes, and some efforts to make textbooks more inclusive merely replace one form of heteronormativity with another. To help us combat heteronormativity in our classrooms, in this presentation I offer a taxonomy of its different forms. Using this taxonomy as a guide, teachers and material developers can "hack" existing forms of textbook heteronormativity and even create their own more authentic, inclusive, materials.
Moore	Amber	"Go joywriting": On the "use" of stealing time for PhD passion projects	Inspired in part by Sara Ahmed's engagement with the phrase 'what's the use?', this presentation will explore the potential usefulness of 'joywriting' - a riff on the term 'joyriding,' which describes the act of stealing a car for the delight of driving. I am using 'joywriting' to endorse the idea that graduate students might consider stealing time to write about what brings them joy rather than to solely write scholarly work that fits neatly into our fields. I wish to share my own experience with 'joywriting': a paper on Riverdale, which I wrote alongside completing my comprehensive exam and proposal writing. The creative relief of this project - the delight of it - also served to be surprisingly useful academically. Upon reflection, doing a feminist close reading of a TV episode served me as a novice academic in a few distinct manners: my Riverdale project became (a) an unlikely site of scholarly production, (b) a somewhat guilt-free dissertation escape, and (c) a tool for differently tangling with theoretical and conceptual frames of my primary scholarship. My aim is to encourage my colleagues to consider the use of academic joywriting, as this stolen time might inform their academic careers in fun and fruitful ways.
Navarro	Liza	Thoughts, words and experiences of French teacher candidates in a digital environment	Technological advances have allowed language learning to become accessible moving beyond the four walls of the classroom. Consequently, language instructors are asked to adapt their pedagogical approaches to allow for the integration of technology. However, little research explores language teacher candidate's understandings of technology and its role in the language classroom. This presentation addresses this gap by sharing preliminary findings from a study on French teacher candidates' perspectives on digital literacy and technological integration. During their teaching program, participants in this study explored the revised B.C. curriculum, which includes a Digital Literacy Framework, requiring all teachers to integrate technology, foster digital literacy and address culture (British Columbia Ministry of Education, 2015, 2018). French teacher candidates' voices and words, collected from questionnaires and focus groups, reveal an insider look into the challenges faced by French teacher candidates in developing digital literacies and integrating technology. My aim is to give voice to the unheard thoughts, words and experiences of French teacher candidates in the digital environment that has entered the language classroom.

Peña	Ernesto	A walk on the wild side: Life outside academia	A study by Jessica Edge and Daniel Munro titled "Inside and Outside the Academy" published in late 2015, reports that only 18.6% of PhD students in Canada end up holding a tenure track position; less than 1 in every 5. In the last few years, this reality has been openly discussed in forums, both in sombre and motivating terms, framed by the #altac movement and other similar initiatives. But how is it out there? In this talk, I will discuss my personal experience as a PhD hired as a researcher in the private sector. This talk will touch on issues such as skills transferability, imposter syndrome, survivor guilt, the Vancouver "altac" market and the shift in research paradigms between academia and the private sector.
Rajagopal	Harini	Looking closely at words and worlds: Conversations about tensions in multilingual and multimodal classroom practices	I would like to explore the conundrums that emerged from a study that, among other things, sought to bring home languages into a grade 2/3 classroom in a public school. Using an illustrative example from a study that investigated ways to further multilingual and multimodal approaches to literacies, I examine the possibilities, limitations, and the wordlessness that sometimes ensue when we no longer privilege only written English as crucial to the learning experience. I will also discuss the ways that children's voices, family expectations, and language policy systems echoed with and against each other, creating a conversation that at times seemed to go around in circles, rather than moving pedagogical practices forward. Looking at multimodal, multilingual communicative practices offers educators a glimpse of the rich resources that might be constructed, rather than adopt a remedial orientation to students characterized as "English language learners" or "disadvantaged" - and thus defining students by skills they lack. At the same time, looking closely at the words and the worlds they inhabit offer an unsettling of language and literacy practices by accentuating hierarchical notions of language and literacies that speak in schools.
Shad	Sadia	Language and identity: Discoursing about discourse	TED and TEDx talks have gained momentous popularity over the last decade and have become a powerful medium greatly influencing a huge number of audiences across the world. While TED and TEDx talks are increasingly attaining a powerful status and audiences' attention, there is a dearth of critical scrutiny towards this seemingly neutral discourse and "Ideas worth spreading" (TED's official slogan). Therefore, in this paper, I analyze a publicly available TEDx talk "Identifying Yourself Through Language" (Giffen, 2015) by focusing on (a) how the speaker's use of language is indexical of broader sociocultural/political ideologies, and (b) how and why "otherness" and "difference" are constructed in discourse. I situate my analysis in sociocultural linguistics and critical discourse analysis (Bucholtz and Hall, 2004; Hall, 2001). An analysis of the speaker's discourse highlights three broader themes: essentialist and reductionist framings of identity, so-called homogeneity and the practice of erasure, and construction of an authoritative identity. As a metalinguistic commentary, the paper offers a window into language use laden with socially constructed beliefs and ideologies, and contributes to the rare existing studies on TEDx talks in academic settings. A need for a critical approach towards ostensibly neutral and innocuous discourse is emphasized.
Shank Lauwo	Monica	Ubuntu translanguaging and multimodality: Negotiating power and polyphonic identities in Tanzania	Amidst the standardization, individualism, and inequity characterizing the current neoliberal climate, there is urgent need for alternative educational spaces which cultivate creativity, critical literacies, and the agency to intervene in unjust systems. This study explores possibilities for using pedagogies of translanguaging and multimodalities as tools of resistance to the neoliberal agenda, through a 3-year critical action research study conducted at Cheche Community Library in Northern Tanzania. Employing a framework of Ubuntu translanguaging (Makalela, 2016), this study interrogates the impact of pedagogies involving the simultaneous use of Maa, Swahili and English, and incorporating singing, storytelling, dramatization, games, drawing, and writing. Specifically, this study addresses the following questions: 1. What is the potential role of translanguaging and multimodalities in destabilizing traditional power relations and creating space for all learners to position themselves with agency? 2. How can translanguaging best be used to support children to affirm and negotiate their polyphonic individual and collective identities? Findings show that specific approaches to translanguaging and multimodalities destabilized existing power hierarchies and challenged hegemonic forms of knowledge. Translanguaging and multimodalities also enabled learners who are marginalized in mainstream schools to claim identities as authors, teachers, language experts, artists, and esteemed team members.
Takeda	Yuya	Sensorial litter: Conceptualizing 'too intense' embodied experiences.	Microvideos play a significant role in the attention economy, in which people's attention is treated as a scarce commodity. Their efficiency, density, and mobility enabled by concerted visual, auditory, and linguistic information are powerfully shaping discourses and the ways people interact with information today. In this presentation, I will share a multimodal discourse analysis of a YouTube pre-roll advertisement. In this video, Kevin O'Leary, a celebrity multi-millionaire, invites the viewers to his talk show on financial literacy. Close reading of this video-text reveals how it mobilizes diverse rhetorical devices (e.g., language, gestures, & material objects) to invite viewers to experience a sense of intimacy with O'Leary. Drawing on Althusser's notion of interpellation, I argue that this video is a form of subjectification with which viewers are interpellated as a responsible subject who have a moral obligation to respond to his invitation rather than simply ignore it. In addition, I will highlight the role of the platform (in this case, YouTube) in conditioning the ways viewers interact with the information. Identification of rhetorical strategies of a microvideo in relation to the platform through which it is distributed contributes to our understanding of today's information environment in general, and the genre of microvideo in particular.
Van Dan Acker	Sara	Demystifying academic expectations in course materials to promote English language learner success: research trajectories across contexts	Language learners in university classrooms must navigate writing assignments to participate in their academic discourse communities. Tertiary internationalization has compounded this matter, as students across contexts must negotiate meaning to advance academic achievement. Specifically, writing assignments act as symbols of success because they are associated with assessment (Benesch, 2001; Charles & Pecorari, 2016; Flowerdew, 2016; Hyland, 2016). The high-stakes aspect of university writing makes it an important topic for learners and practitioners alike. Drawing upon notions of capital (Bourdieu & Passeron, 1977), the researcher designed two projects to explore issues surrounding language and culture within assignments and course expectations. The original study centered on the expectations of one language learner and her instructor towards assignments in a writing course at an American university. The second project took place in a Japanese university Academic Literacy course and focused on workshops to deconstruct classroom materials. Findings revealed that assignment sheets, exam instructions, and assessment procedures created mismatches in understanding of academic requirements. However, through dissecting language used, learners created meaning within tasks and approached course materials more autonomously. This presentation will give an overview of the above-mentioned projects and describe future directions for this research within the Canadian university context.

Vergara	Magdalena	Reading the South in the North: Latin American texts in Vancouver secondary classrooms	Despite calls for diversity in text selection Mackey et al. (2012) has noted that there is still an ensconced school canon in Canadian school classrooms, with some oeuvres repeating year after year for decades. In the case of selection of World Literature for Canadian classrooms, such canonical texts may come to represent particular geographical areas and nations in the imaginations of students and instructors. The purpose of this presentation is to report the results of a survey about what Latin American texts are taught in Greater Vancouver Language classrooms and to contemplate how text selection might influence representation of Latin America in local classrooms. We invited individuals teaching in Greater Vancouver to complete a survey about which Latin American texts they have taught in the past years in order to identify trends and patterns in the selection of texts. The authors most cited by teachers are Colombian authors Hernando Téllez and Gabriel García Márquez, followed by the Chilean Pablo Neruda. These texts are considered part of the genre of magic realism, which mystifies Latin America as a magical and violent place ruled by the logic of exception where anything can happen.
Vincent	Adam	Trapped by technical titles: What is poetic inquiry (or whatever you call it) and how can you use it?	The arts-based method commonly referred to as Poetic Inquiry (referred to hereafter as PI) (Prendergast, 2009, James, 2017, Vincent, 2018), a term used to represent research which uses poetry as a significant element of data collection, data analyzing or interpretation, and data representation or dissemination, is actively being used in graduate student research (Sinner, et al, 2006; Vincent, 2015). Yet, despite its use, any significant discussion of what it is and how it can be used is exempt from the major texts (e.g., Creswell and Poth, 2018) being used to teach research methods to new graduate students. This poetic-performative presentation, using in part the concept of poetic rumination (Leggo, 1999), looks at the "history" of PI, offers examples of how PI is actively being used, and suggests ways of engaging with research using approaches associated with PI. Attention will be paid to the labelling of PI (addressing the conference theme of "What do words do?") and begs the questions of "Does it need to be named?" and "What does naming do?" The arts-based method commonly referred to as Poetic Inquiry (referred to hereafter as PI) (Prendergast, 2009, James, 2017, Vincent, 2018),), a term used to represent research which uses poetry as a significant element of data collection, data analyzing or interpretation, and data representation or dissemination, is actively being used in graduate student research (Sinner, et al, 2006; Vincent, 2015), yet detailed discussion of what it is and how it can be used is exempt from the major texts (e.g., Creswell and Poth, 2018) being used to teach research methods to new graduate students. This poetic-performative presentation, using in part the concept of poetic rumination (Leggo, 1999), looks at the "history" of PI, offers examples of how PI is actively being used, and suggests ways of engaging with research using approaches associated with PI. Attention will be paid to the labelling of PI (addressing the conference theme of "What do words do?") and begs the questions of "Does it need to be named?" and "What does naming do?"
Vozna	Anna	Impact of revitalization policies on the educational opportunities of potential new speakers of Ukrainian in Ukraine	Language revitalization discourse has been adopted on a state level in Ukraine and has been used to justify special treatment of Ukrainian in the educational system, media, public space, and government. Calls to revitalize Ukrainian and to promote the studying of it have been included into Presidential Acts, preambles to Ukrainian laws, and presidential addresses. This paper examines how these documents position speakers of other languages used in Ukraine and discusses the possible impact of such framing on the quality of education, social and career prospects they can expect in Ukraine. The paper argues that current Ukrainian language policy positions other languages and their speakers as a problem and as a threat towards Ukrainian which results in language policies that promote subtractive bilingual education, limit the number of hours for studying first languages for Ukrainian children and devalue their literacies in their first languages. This paper problematizes the discourse of revitalization adopted in Ukraine and adds to the discussion of the consequences of purism and essentialism promoted in language revitalization.