

# 4TH SECOND-LANGUAGE LEARNING & DISABILITIES CONFERENCE



Day 1

Friday, February 25, 4pm-6:30pm

4:00-4:15pm

**CHRISTOPHER MAURER, PhD**

Chair ad interim of Romance Studies

*Welcome Note from the Chair of Romance Studies, Boston University*

4:15-4:30pm

**MARÍA DATEL & ELENA CARRIÓN GUERRERO,**

Boston University

*Approaching Inclusion in Our Classrooms*

## KEYNOTE SPEAKER

4:30-6:30pm

**TAMMY BERBERI, PhD**

University of Minnesota, Morris, MN

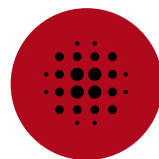
*Disabilities, Wellbeing, and Belonging: Being at Home in World Language Studies*

What does it mean to be a disabled global citizen? The notion of Global Citizenship aligns with the UN Sustainable Development Goal of Insuring Inclusive and Quality Education for All, yet dramatic disparities in access to education persist for disabled people around the world. In the U.S., among young people who do enroll in higher education, only one in five pursue world language study beyond the first year. This keynote workshop proposes strategies for developing global-citizenship sensibilities and skills from beginning world language study through study abroad and beyond, with particular emphasis on disabled identity development and belonging.

**BOSTON  
UNIVERSITY**

This conference is sponsored by the College of Arts & Sciences and BU Diversity & Inclusion's Learn More Grant. Co-sponsored by Romance Studies, Office of Disability Services & Geddes Language Center.

# 4TH SECOND-LANGUAGE LEARNING & DISABILITIES CONFERENCE



Day 2

Saturday, February 26, 9am-5:20pm

## GUEST SPEAKERS

9:00-9:30am

**LORRE WOLF, PhD**, 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.

9:30-10:30am

**WADE EDWARDS, PhD**, Longwood University, VA

*The Inclusion of Neurodivergent Students*

A neurodivergent learner is one who is diagnosed with ADHD, Autism Spectrum Disorder, dyslexia, or other kinds of learning disabilities. Research shows that traditional college-level L2 classes can be challenging for these students, particularly in the pedagogical areas of group work, target language instruction, and faculty disposition. Using the principles of Universal Design for Instruction as a baseline, this presentation will address strategies to design courses to include neurodivergent and neurotypical students alike.

10:30-11:00pm

**COFFEE BREAK: Meet Your Colleagues**

11:00-12:00pm

**MIGUEL ÁNGEL FONT BISIER**, Film Director & Author, Spain

*Best Practices for Inclusive Cinema and Education*

This workshop will share a director's experience creating inclusive films and turning his knowledge into pedagogical resources for the language classroom. He will explore the connection between education and culture from an inclusive point of view to help instructors and content creators contribute to a more just society.

12:00-1:00pm

**LUNCH BREAK**

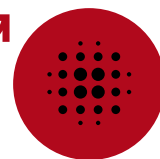
1:00-1:30pm

**JAVIER SÁNCHEZ-MESAS**, Qatar University

*Deconstructing Normativity: The Responsibilities of Spanish Instructors to Students With Learning Disabilities*

This paper investigates the impact of different disabilities on learners of Spanish as a second or third language and the role instructors at Qatar University play in ensuring all students achieve course outcomes.

# 4TH SECOND-LANGUAGE LEARNING & DISABILITIES CONFERENCE



Day 2

Saturday, February 27, 9am-5:20pm

1:35-2:05pm

**JOANNA PFINGSTHORN, PhD & ANA ROVAI**, University of Bremen, Germany

*Reflections on Implicit Bias in Inclusive Foreign Language Education: Exploring Pre-Service Teachers' Reactions to an Implicit Association Test on Specific Learning Differences*

This study analyzed pre-service foreign language teachers' reactions to the results of a latency-based measure of implicit attitudes towards learning differences. The approach generated new insights into how raising awareness and reflecting on one's implicit biases and their connections to wider social structures can be implemented in foreign language teacher education.

2:10-3:10pm

**ELENA BAÑARES MARIVELA, PhD, LAURA RAYÓN RUMAYOR, PhD, ANA MARÍA DE LAS HERAS, PhD, JOSÉ HERNÁNDEZ, PhD**, Members of DETECESE Research Group. Complutense University of Madrid

*An Inclusive Approach to Language Instruction Through Multimodality and Cooperative Learning*

This paper shows the value of the multimodality offered by mobile devices (iPads) alongside a cooperative learning approach in the inclusion of Compulsory Secondary Education students in the ELT classroom. The students' multimodal narratives demonstrate the diversity of the group whose differences become their strengths.

3:10-3:40pm

**COFFEE BREAK: Meet Your Colleagues**

3:40-4:10pm

**JULIANA LUNA FREIRE & NICOLY GOUVEIA CORREIA DE FREITAS**, Universidade Federal da Paraíba, Brazil

*Comprehensible Output in EFL Conversation Classes: Strategies for Language Processing in Non-Traditional Groups*

This study analyzes the strategies non-traditional students use to develop speaking confidence, drawing upon Merrill Swain and Sharon Lapkin's theorization on cognitive processes and language output (1995). It examines the cognitive processes triggered when intermediate students speak in the target language and the communication strategies they use to solve their linguistic challenges.

# 4TH SECOND-LANGUAGE LEARNING & DISABILITIES CONFERENCE



Day 2

Saturday, February 26, 9am-5:20pm

4:15-4:45pm

**LINDSAY MITCHELL**, Pinkerton Academy

*Creating Inclusive Language Acquisition with Microinstruction*

In this session, you will learn about Microinstruction, a simple pedagogical approach that will create greater inclusion in your language instruction. You will be given concrete examples on how to incorporate this approach into your practice, which will empower both you and your learners of all abilities.

4:50-5:20pm

**MARÍA DATEL**, Boston University

*Including a Decolonial Perspective of (Dis)ability in the World Language Curriculum*

The importance of decolonizing the language curriculum to promote equity and social justice has reached consensus among educators. (Dis)ability is a concept created out of the systems and relations of production in the colonial world, since indigenous peoples did not think of disability as a deficit in individuals that did not produce wealth. This presentation explores how to incorporate a decolonial perspective of disability in the language curriculum as part of a critical intersectional project that represents the multiple identities people inhabit.

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5:20pm

**SURVEY AND THANK YOU NOTE!**

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